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School

Melissa F. Carter
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School

An Honors Program Project Presented to
the Faculty of the Undergraduate
College of the Visual and Performing Arts
James Madison University
by Melissa Carter

Accepted by the faculty of the Department of Theatre and Dance, James Madison University, in partial fulfillment of the requirements for the Honors Program.

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PUBLIC PRESENTATION

**This work is accepted for presentation, in part or in full, at Harrison room 1261 on
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Abstract

This project asked the question: What is the role of the undergraduate liberal arts institution in American society, now? I initially searched for answers through secondary research. This did not provide me with a single, concrete answer, but contextualized the topic and showed me that there is a multitude of roles that the university plays in society. I then formed and trained an ensemble and together we explored these roles through group discussion and exhaustive improvisation. Out of the many answers that presented themselves, we focused on the concept that the primary purpose of the university is to create the ideal democratic citizen. This proposition raised more questions such as: how does the university select who is fit to be developed? How do they go about developing these students? And what defines the ideal democratic citizen? Our presentation was an eight hour long site-specific performance art piece called *School*. It was composed primarily of long-form improvisational games. In the end, we not only learned an enormous amount about the university but also gained experience creating a durational performance and through all of this expanded our understanding of the relationship between the content and the structure of a theatrical piece.

Introduction

In an effort to reflect the reality that we are existing within and thereby increase consciousness of the flaws and benefits in the university structure, I asked: What is the role of the undergraduate liberal arts institution in America, now? The best theatre holds a mirror up to the audience and shows them the unfiltered reality of their virtues, vices, morals, and hypocrisies. At this moment, our country is involved in a massive debate on who should pay for higher education. In our rush to defend the barricades of our political parties, we have neglected to question what exactly higher education is doing in our society. It is necessary, when we are questioning the financial impact that higher education is having on our country, to investigate the other impacts it is having as well. It is important for undergraduate students, as active members of the higher education system, to be the ones who start this conversation.

After engaging in extensive research on my own I formed an ensemble and began training them and teaching them so that we could create together. Collaborative creation was the best method for this project for a number of reasons. Having multiple voices actively contributing to the distillation of this information encouraged us to see issues from multiple perspectives. There was no one correct answer to the questions we were asking, so creating through the devising process was ideal because devising is about the act of questioning, not necessarily about finding answers. In addition, it is logical that this project would involve a group of students coming together to learn from each other and teach each other about a subject, because that is what often happens in the university.

This paper will attempt to contextualize, summarize, and analyze this project. It will begin with a Literature Review to explain the theories and concepts that I was working within. Then the Project Design will describe the process and the product that was created. In order to deepen understanding for what this piece was, this section has been divided into two columns:

one that describes what we did and another that shares scraps of text from the performance itself. The Discussion and Analysis portion of this paper will observe what the successes and failures of this project were and how these observations can be used to deepen understanding of durational performance and create higher quality work in the future. Then the Conclusion will summarize all that has been gained from this process. The Appendices will provide evidence for work completed and concrete samples of our work to refer to. And finally, a Works Cited page is provided to credit those whose wisdom helped deepen my understanding of these topics and to guide any readers seeking more information towards quality resources.

Literature Review

Before I could begin making the project itself I had to conduct extensive research in two major areas: the American university and devised theatre. Although I could not possibly review all available research in either of these fields with the time I had, I was able to cover enough ground to gain a clear understanding of the current situation within each of these arenas. I was also able to use the information I gained to make decisions on what our devised piece should be about and how we should make it. For the American university, I focused on the major issues and concepts surrounding the undergraduate liberal arts institution, particularly those present in its relationship to the public. For devising I focused on companies and techniques related to our process and product which were: Gob Squad, The Tectonic Theatre, Viewpoints, and Forced Entertainment.

Literature on the American university exists in abundance. Despite the substantial number of sources available, they were still somewhat limited in that most sources are written by those working within the system. The opinion of both members of the university and government officials are highly represented. However, there are very few discussions led by those on the outside, making it difficult to get a clear picture of what effect the university is actually having because it is primarily those who have been impacted by it who are granted a voice on the subject. Within this relatively homogenous pool of authors there is much contradictory evidence and starkly oppositional perspectives throughout, which does allow for complex thought on multiple concepts.

An example of this helpful contradiction can be found with Jerome Karabel, the author of “Open Admissions: Towards Democracy or Meritocracy?,” who presented overwhelming findings that students learn very little at college, and then proceeded to state that it is evident that attending a university still has a positive impact on the individual, facilitating “the growth of

autonomy and intellectualism whereas early employment and marriage seem to retard and possibly even suppress development of these traits” (Karabel 83). However, the majority of my sources argued that the primary role of education in our society today has nothing to do with the development of its students, it is that of a gatekeeper to the middle class, America’s new frontier.

Many of the scholars [Karabel, Liu, Young, Nahai, Meroe, Alvarado] that I researched pointed to the meritocracy as the most important aspect of the university. The ‘meritocracy’ is a concept coined in the satirical and dystopic book by Michael Young, *The Rise of the Meritocracy*. It is a social system in which those who have the most merit are given the most rewards and those who have the least merit are given the least rewards, and “is both a procedure for distributing scarce educational and occupational resources and for determining how the work of society shall get accomplished in an intricate, still largely industrial world” (Riesman 217). Universities actively participate in this system, choosing what merit is, who has merit, and then providing merit in the form of credentials. Patricia Cross, the author of “New Learners” contested that, although this is clearly not an equal system, it is the only option because the alternative would involve lowering standards which would jeopardize the quality of the university as a whole. However, most of my sources that discussed meritocracy focused on the fact that, when looking at who is accepted into colleges, we find that this system strongly favors the wealthy and therefore cannot be declared purely meritocratic.

There are many indicators to show that the system favors the wealthy, but the clearest example, and therefore the one that many of my sources presented, was the use of SAT scores to define merit. These scholars showed that SAT scores have nearly no correlation to achievement in college. As a consequence of the manner in which the SAT is written and the test-prep industry, statistics show that “the SAT is actually more reliable as a ‘wealth test’” (Guinier 20).

Towards the tail end of my research I arrived at the realization that universities are actually shifting away from their reliance on the SAT. However, new sources quickly manifested themselves to reassert the claim that the system favors the wealthy, such as a January, 2017 *New York Times* article claiming that “at 38 colleges in America, including five in the Ivy League... more students came from the top 1 percent of the income scale than from the entire bottom 60 percent” (“Some Colleges”). Regardless of which statistics sources provided, all pointed to there being major benefits for the rich and obstacles for the poor in pursuing higher education.

Despite the difficult class barriers that exist within the university system, scholars universally regard education to be the primary way for individuals to move up the economic ladder. However, the growth of the university has inadvertently placed an additional barrier between the dreamer and the dream, that of accreditation. When a college degree became a given for any white collar job a large amount of the population was cut off from pursuing these careers. Although accessibility to higher education has widened because of multiple factors including an increased number of local community colleges, with such a high percentage of the American population attending college, scholars such as Jerome Karabel predict that the “hierarchical system of higher education may merely change the basis of social selection from whether one attended college to where one attended college” (Karabel 89). So, in order to gain access to the most opportunities later in life, students are attempting to go to the highest ranked colleges now, which also happen to be the most expensive. Therefore, universities today are also inadvertently taking on the role of burying people under debt in exchange for a degree. No scholars that I encountered attempted to argue that America doesn’t have a major and increasing problem with student debt.

When the primary reason for attending college is obtaining a degree, the degree becomes a commodity and the university becomes a business, often compelled to focus on the bottom line by social expectations and a lack of government financial support. The major difference between big business and universities being: “what money is to Wall Street... status is to the academy” (Schrecker 156). I came across a large number of sources that discussed how the typical university was now operating like a business; however I only read *The Lost Soul of Higher Education* by Ellen Schrecker because this topic was more related to the internal structure of the university than the impact of the university on society.

Regardless of the many issues that my research showed me the university faces, a primary point that some of my sources [*Higher Education in America*, *Higher Education for American Democracy*, “Democracy, Meritocracy and the Uses of Education,” “The American Scholar”] pointed towards was how integral an educated public is to a functioning democracy. Within a democracy, education must act as a promoter of equality, a critic, a servant, and a leader, “not merely ... meet[ing] the demands of the present but... alter[ing] those demands if necessary” (Bok 6). Scholars also pointed towards the fact that higher education humanizes students in the same way that all education is “supposed to be humanistic and humanizing, divorced from occupational requirements, so that students would have leisure and space to think, experience and criticize” (Hitchcock 93). This development of the human through the university became the primary topic of interest for my ensemble. Specifically, Ralph Waldo Emerson’s “The American Scholar” became a major reference point for us and we even pulled excerpts from it for the performance itself. Overall, my research on the university informed me on each of the major issues facing the undergraduate liberal arts institution, opened me up to multiple perspectives on these issues, and then allowed me to specify what elements are relevant to our piece.

When it comes to devised theatre, there is a seemingly endless amount of literature to study. Since devising can be described simply as the process of taking the hierarchy that theatre is generally made within and tipping it on its side so that everyone is creating equally, there are a huge number of methods that fall into the “devising” category. Therefore, I did not attempt to research all of devised theatre. Instead I only looked at literature that was directly relevant to the creation of our piece.

School was inspired by Gob Squad's *Work*, a site-specific performance that took place from 9AM - 5PM, Monday - Friday in an office building. I had learned about Gob Squad's *Work* when researching their company's history in my Experimental Theatre class. However I still didn't fully understand by what methods and towards which means Gob Squad was creating. Therefore, it was important to research Gob Squad and understand their style of 'hyper reality.' Most sources focused on the history of Gob Squad, while what was most useful for our comprehension of the company were those sources that discussed the theory behind their work. Because of this, one of the only articles that dug into their theory, “Reality Enchanted, Contact Mediated: a Story of Gob Squad,” became our main source text on this company. In this article, Nina Tecklenburg defines their approach in relation to the history of experimental theatre by stating: “if the artistic enterprise of the *discovery of the real* that began with Dada and Artaud and moved on to Brecht, Cage, the Living Theatre, Boal, and environmental theatre culminates in Kaprow's demand for art as 'doing life,' Gob Squad's approach might be described as *over-doing life*” (Tecklenburg 9). Gob Squad expands our view on reality by adding an artificial layer. These hyperrealistic effects reveal “‘reality’ to be charged with more than what is at first evident” (Tecklenburg 10). This is how one can present a full work day, or a full school day, as a

performance piece and have it be engaging to an audience – by pushing these typical experiences to the edge of reality.

Early on I decided that we would devise using Tectonic Theatre’s Moments and Paper Walls, and so research was necessary on this company and their process. The step-by-step guide on Moment work that Tectonic Theatre is promising to publish in 2018 isn’t out yet, however this didn’t stop us from using this method because Tectonic Theatre intends it to be flexible and adaptable. I ended up getting my information on the Tectonic Theatre from the article “Moisés Kaufman: Copulation of Form and Content” by Rick Brown, from an interview between Lisa S Brenner and Moises Kaufman, and from the Tectonic Theatre’s website and informational videos. From these sources I learned that Moments are created by individuals outside of rehearsal, and then presented to the rest of the ensemble. They can be “as simple as a single gesture or breath or as complex as an entire scene complete with multiple characters, scenic pieces, lights, props and sound” (Brown 51). They are presented using the format “I begin... I end” which establishes clarity for the audience and “helps the creator of the Moment stay aware of dramatic time” (Brown 57). Moment work comes from a structuralist perspective of theatre and is a method of writing performance using all of the ‘elements of the stage’ rather than just text. For the Tectonic Theatre Project, ‘elements of the stage’ can be anything from costumes and lights to the element of surprise and the element of theatrical tension. Calling these things the ‘elements of that stage’ is simply a means of labeling them so that one can “learn how theatre speaks, both dramatically and theatrically” (3 Kaufman). The characteristic that keeps one Moment a singular unit, despite varying lengths and elements of the stage being utilized, is that it is exploring a single concept. If a performance is a building, Moments are the building blocks.

‘Paper Walls’ refers to the practice of recording all of our work and ideas on butcher paper so that everyone in the company keeps track of our progress and our collective thought process. It is a concept that I first encountered when interning for the Portland Experimental Theatre Ensemble (PETE). This ensemble would write every idea generated up on huge sheets of butcher paper and then tape them up at each rehearsal so that they always had a collective thought map to refer back to in moments of confusion. It was only when reading about Tectonic’s method that I heard the practice referred to as ‘Paper Walls’ and realized it was something that can expand past PETE to be utilized by any theatre process in need of a practical tool for collaboration.

As a part of the devising process, I led my ensemble through a Viewpoints-based movement workshop. Viewpoints began as a form of collaborative choreography created by Mary Overlie. Together, Anne Bogart, and Tina Landau adapted this technique into a method for devising theatre. Training begins with learning about the physical viewpoints of tempo, duration, kinesthetic response, repetition, shape, gesture, architecture, and spatial relationship. The ensemble member is taught to strengthen his/her understanding of each of these elements individually, and also collectively – working together and listening to each other. Viewpoints is more than a technique for training and creating, it is also a philosophy centered in extraordinary listening and honest reaction. Although I already had some experience in Viewpoints, it was necessary to do some research into practical exercises and tips for using Viewpoints to train an ensemble and create new work. Luckily, there is a source for this called *The Viewpoints Book: A Practical Guide to Viewpoints and Composition* by Anne Bogart and Tina Landau. This source quickly summarized the theories behind Viewpoints and extensively describes a number of training exercises. It also lays out how one gets from producing content to making a full

performance piece, identifying the elements of composition as the anchor, the question, and the structure. The anchor is a subject that can serve to lead to the question, and the structure “is the skeleton upon which the event hangs” (Bogart 154). I gained all that I felt was necessary on this subject from this single source in order to introduce my ensemble to the basics of Viewpoints.

The final company I researched was Forced Entertainment because we decided to make a durational performance and Forced Entertainment is one of the only ensembles that devises durational work and also actively publishes literature on their process and theory. Most of the papers on this company were written by the artistic director himself, Tim Etchells, who “has always been the first and most powerful interpreter of their own output” (Malzacher 12). The name of their company strongly figures in to their philosophy on theatre. Throughout the wide variety of work that they create, they “repeatedly [bring] light to the situation of the audience, strangely caught between their sense of responsibility, bearing witness, and voyeurism” (Malzacher 14-5). The company also consistently smudges the line between character and actor, telling the audience that they’re acting so often they start to believe that they aren’t. A primary reason behind their performance of durational works is to push performers to the point when they couldn’t possibly act anymore. Another reason for the exhaustive games that their durational work takes the form of is an exploration of the act of failure – they take on tasks that can never be completed and games that can never be won. Forced Entertainment devises from text that has been pulled “from newspaper articles, film dialogues, fragments of letters or diaries” and text created through ensemble improvisations (Malzacher 16). The certainty that Forced Entertainment has of what they’re doing and why they’re doing it is evident throughout the many documents that Tim Etchells has recorded.

Altogether, these sources on the university and devised theatre gave us a depth of knowledge on the subjects at hand that prevent us from being shallow, as well as a diversity of opinions that allowed us to keep our minds open.

Project Design

The following chapter is laid out in two sections. The column to the left is the actual description of the piece while the column to the right is scraps of text from the performance. These elements are presented together with the hope that they will give the reader a deeper understanding of the work that we created by pairing the literal with the figurative, much as we pair our left brain and our right brain.

In order to genuinely question the role that undergraduate education is playing in America I spent 6 months researching this topic with the guidance of my advisor, Zachary Dorsey. I obtained my sources primarily from JMU's library system and the Seattle Public Library. I recorded useful information in an annotated bibliography (See Appendix A). The first source I used, which helped ignite my interest on the topic, was a collection of scholarly articles titled *On Learning and Change*. Although these articles were from the 1970s, they presented a wide variety of perspectives on our 'intellectual situation' which hit home with me. It was from this book that I first learned the term 'meritocracy' and read an article on why this hierarchy is problematic. It was also from this book that I read an article on why the meritocracy is the only option because open admissions is a failure in our educational system. Another thing I gained from this book was my first reference to Ralph Waldo Emerson's "The American Scholar." This is a beautiful text that became a central part of our piece. It sought to describe who the ideal scholar is – a question that most of my sources didn't bother asking and one that intrigued my ensemble and me. Directly after reading this relatively positive commencement speech, a friend offered me an article titled "Death by Degrees: Against the Credentialed Class," which is a veritable tirade against the meritocracy and credentialism. This sent me down a rabbit hole of reading pieces with titles like: *The Closing of the*

we are the ideal democratic citizens because we are not a farmer, or a professor, or an engineer, we are all. we are a priest, and a scholar, and a statesman, and a producer, and a soldier. we return from our own labor to embrace all other laborers. we are not a finger, a neck, a stomach, an elbow, but a man.

we are the ideal democratic citizens because we are informed and engaged.

we are the ideal democratic citizens because our career was a shitshow, we performed upwards of 9 times a week while battling ADD and depression, we were pulled to bits, we conquered the world, we are still working, we just came from the office.

American Mind, The Lost Soul of Higher Education, and We're Losing Our Minds. These intelligent critical perspectives were valuable to hear, but an overabundance of them led to a highly imbalanced first impression of the university. When my advisor and the director of the School of Theatre and Dance pointed this out I began seeking more neutral literature on the topic and came across multiple sources exploring the interesting subject of what the duty of higher education is within a democracy. With a fairly well-rounded understanding of the university under my belt, I now felt prepared to bring more people onto this project.

As soon as my senior year began I teamed up with my stage manager (Cailin Lindsay), scheduled auditions, and released an audition notice with my proposal and a description of the process attached (See Appendix B). At the auditions I asked my potential performers to begin with a physical warm-up that involved working against one another, then I told them to think of a story with a given theme and act it out with their partner, and finally I gave them text (See Appendix C) and had them add it to their story. I only had seven people audition but that was all I needed to cast 4 outstanding individuals (Zak Gordon, Rebecca Klein, Chris Sanderson, and Aubrey Siebels) and set out on a 5-month long process. On our first day of rehearsal we mapped out a calendar for our process (See Appendix D). As we progressed we recorded what we learned on scrolls of paper (like Tectonic Theatre's Paper Walls) that we could surround ourselves with and refer back to. The first semester (3 months) of our process I devoted almost entirely to mental and physical training.

we are the ideal democratic citizens because we are good at test-taking.

we are the ideal democratic citizens because we strive to understand the cloud of beauty hanging before our eyes.

we are the ideal democratic citizens because we traveled to Israel on Birthright, and then immediately spent several weeks in Palestine to understand that perspective, as well. We took a semester off from college to do a journalism internship because that was more important. we are invested in American politics, and care about the future of this country and its people.

we are the ideal democratic citizens because we steal pens from academic conferences.

For the mental training, I divided the content of my research up into five modules. We spent one to two weeks on each of these modules (depending on how much information there was to cover). For each subject I would assign them two to five articles to read and they would be expected to come in with a Moment to share based off of that research so that we were constantly translating these intellectual concepts into the physical realm. That being said, it was necessary to spend the majority of these rehearsals talking in order to truly understand these complex topics. As we discussed these topics we were careful to acknowledge every side of the argument. My stage manager took notes and composed rehearsal reports for the majority of our rehearsals, which are available in the appendix.

we are the ideal democratic citizens because we can address the unfairness of both our current system of merit and its wealth-driven definition of merit.

we are the ideal democratic citizens because we still acknowledge it's a nice night after we get towed.

we are the ideal democratic citizens because we play with fire and strive for a Utopia.

Module One: Our Devising Process (See Appendix E for Rehearsal Reports)

Articles Assigned:

“Reality Enchanted, Contact Mediated: A Story of Gob Squad” by Nina Tecklenburg

“Moisés Kaufman: The Copulation of Form and Content” by Rich Brown

I had them read about Gob Squad because our piece was inspired by Gob Squad’s *Work* and therefore knowledge of the original company and their style of “hyper reality” was necessary. I also had them read about the Tectonic Theatre Company because we would be using their method of devising. Said method involves making individual “Moments” and then putting those Moments together to create a fully realized piece. Once we read about these

we are the ideal democratic citizens because we don’t watch reality television. in fact, we don’t even watch cable. we certainly don’t let our kids watch Disney, or go to Disney World. we would rather they travel the real world than traipse around a Westernized, commercialized tourist trap selling Americans’ ideals of what other countries look like.

we are the ideal democratic citizens because we didn’t drink until we were 21.

concepts it was important that we apply them to our ensemble and define them for ourselves. So, we went through what hyper reality, Moments, and elements of the stage mean for us. We came to the conclusion that we are exploring the question of the role of higher education in the United States through the lens of ‘hyper reality’ (the practice of isolating and emphasizing important elements of reality so that they are made clearer), and building our piece with Moments. In addition, during this first week we spent time creating a list (See Appendix F) and composing short pieces based off of college stereotypes that are held by ourselves and others. We discussed these stereotypes to acknowledge the value that they have and what they say about how society views the university, and to ensure that we don’t fall back on them without realizing it in the future.

*we are the ideal
democratic citizens
because we are a tree,
we are firm and gentle
and flowing and
bendable to whatever
happens. we will. not.
break. we let love flow
out of us like a river, but
we so easily forget how
to go slower in the dry
season.*

Module Two: Education & the Scholar (See Appendix G for Rehearsal Reports)

Texts Assigned:

“The American Scholar” by Ralph Waldo Emerson

The Closing of the American Mind by A. Bloom, pg 62-7

We’re Losing Our Minds by R. Keeling and R. Hersh, pg 34-5, 52-3, 336-46

We had to begin our investigation with the question of what a scholar is and why they go to school. We used our texts to define and discuss subjects that one would normally assume the definition of, such as books. Then we discussed, using our texts, whether it is the university’s responsibility to create a moral human and whether or not we think the university is currently doing that. As I stated earlier, an exciting source for us was Emerson’s “The American

*we are the ideal
democratic citizens
because we have made
the world better. we used
our microphones for
good. we earned love
with our wet shirts.*

*we are the ideal
democratic citizens
because we are the
making of the future,
better aware of our aims.*

*we are the ideal
democratic citizens
because we have learned
to see and so we can
think for ourselves with
something to think
about.*

Scholar,” particularly his definitions of “Man Thinking” (the scholar who thinks new thoughts and participates directly in society), “Thinker” (the scholar who thinks new thoughts but does not participate in society), and the “Parrot” (the scholar who does not think new thoughts but simply repeats others).

Module Three: The Meritocracy (See Appendix H for Rehearsal Reports)

Texts Assigned:

The Tyranny of the Meritocracy by L. Guinier, pg x-11

“Death by Degrees”

“Democracy, Meritocracy and the Uses of Education” by Aundra Saa Meroe

“Is meritocracy fair? A qualitative case study of admissions at the University of Oxford” by Rebekah N. Nahai

“Unraveling the myth of meritocracy within the context of US higher education” by Amy Liu

The university acting as a system that helps create and justify the meritocracy was the subject of many of the articles and books that I read, therefore we spent two weeks investigating the multiple perspectives on this issue. We began our discussion by attempting to define what merit is and who deserves it or is entitled to it. We then explored the other options for social organization besides a meritocracy - we found Kurt Vonnegut’s short story *Harrison Bergeron* to be a compelling example of a terrifying alternative - and what democracy’s relationship to meritocracy is. We also questioned whether the university system is truly meritocratic, given the impact of wealth. Finally, we wrapped up

we are the ideal democratic citizens because we survived Nazi Germany as a child to come over to America when we were little. when we had to ration our food we would put an entire week’s worth of butter on one piece of bread because we believe one should always be able to see one’s teeth marks. we have taught multiple generations of kids how to make the best fried potatoes.

we are the ideal democratic citizens because we autonomously seek to complete learning even though we know that it can never be completed.

we are the ideal democratic citizens because when we get free samples at the grocery store, we save the disposable silverware.

we are the ideal democratic citizens because we view education primarily as a public good.

this module with a heated pro-meritocracy/anti-meritocracy debate. Pro-meritocracy won.

Module Four: Quantification of Education (See Appendix I for Rehearsal Reports)

Texts Assigned:

The Tyranny of the Meritocracy by L. Guinier, pg 12-25

We're Losing Our Minds by R. Keeling and R. Hersh, pg 1-27

The Lost Soul of Higher Education by E. Schrecker, 154-65, 177-186

As a degree is both a representation of work done / knowledge gained and a commodity, and a university is both a public service and a business, the question has to be asked: where is the line drawn between these two identities?

How does this dual nature impact the university? These are the questions we asked in this module. We discussed every issue our texts raised from grade inflation to the amenities arms race (the competition between universities to have the best facilities and the most perks). Then, we discussed how this relates to the idea of a testocracy and how the testocracy relates to the idea of the 'old elite' vs the 'new elite'. In addition to the information that our sources supplied on the testocracy and the SAT, we explored more current patterns with universities relying on SAT scores less.

Module Five: America and the University (See Appendix J for Rehearsal Reports)

we are the ideal democratic citizens because we have never been seen in public in sweatpants. we don't file our nails or pick our teeth in front of other people. we always stand up straight, and our voice is articulate and crisp. when we eat ice cream, we finish each spoonful in one go, so that people never see food that has been inside our mouth. needless to say, we know the proper way to set a dinner table.

we are the ideal democratic citizens because we have come decisively to grips with the worldwide crisis of mankind.

we are the ideal democratic citizens because we understand the gravity of the things we do and say and how they can influence people who look up to us and don't abuse it. we buy local.

Texts Assigned:

Higher Education in America by D. Bok, pg 5-23

A History of American Higher Education by J. Thelin, pg IX-XVIII, 539, 546-551

Higher Education for American Democracy, A Report of the President's Commission on Higher Education, pg 28-43

The Closing of the American Mind, by A. Bloom, pg 25-7, 43-60, 82-8

The Tyranny of the Meritocracy, L. Guinier, pg 28-41

Higher Education for American Democracy, pg 1-4

Since my question was about the relationship between America and the university, it was essential that we learn about what makes this relationship different than that in any other country. We read about the history of the university in America and about the public's impact on the university. Multiple sources stated that higher education produces and reflects the culture that it exists within so we also made a long list of cultural texts that define America.

In addition to these rehearsals, I led a weekly open movement workshop fall semester, based off of Viewpoints exercises and techniques, to help my ensemble gain physical range and fall into sync with one another. In addition to this physical practice, I assigned them a chapter a week to read from the Viewpoints book (See Appendix K for Viewpoints rehearsal agendas).

After we completed these modules we began to work towards putting these concepts on their feet. (See Appendix L for Rehearsal Reports. See videos

we are the ideal democratic citizens because we work with persistence and dedication to our craft that ultimately results in near-perfect results. when it doesn't, we try again, and keep trying. we may come across as stern, we may come across as too serious, and we may come across as unfriendly, but we have had enough experience to ignore it and focus on the experience we are creating for our customers. we cook multiple eggs at a single time, all starting with a uniform crack on the edge of the grill and ending with a well-served sunny side up or over easy.

we are the ideal democratic citizens because we use the application of creative imagination and trained intelligence to the solution of social problems and to the administration of public affairs.

of short compositions at <http://www.makemelissacarter.com/school-videos>) We began by staging *Harrison Bergeron* by Kurt Vonnegut. This story involved dancers so we broke down all of the elements of how the university defines merit and what these elements really represent and then translated these meanings to dancers (See Appendix M for merit chart).

we are the ideal democratic citizens because we remain strong in hard times and still take the time to lead others. on election day we wore a pantsuit.

We found ourselves somewhat stuck, overthinking everything we made and trying to encompass too much. So, for the rest of our rehearsals from this point until winter break we stopped trying to blindly make content around our research and started defining what ingredients we needed for our actual piece and attempting to create those (See Appendix N for Rehearsal Reports).

we are the ideal democratic citizens because we get black coffee at McDonalds because we don't eat any of their food but we enjoy talking to the employees.

We narrowed down what, out of all the aspects of the university we learned about, was truly implicated in our question of the role of the liberal arts institution in America (See Appendix O for subject chart). Then we went looking for more source materials, I encouraged my ensemble to bring in everything they thought would be relevant and brought in many of my own sources as well (See Appendix P for list of source materials). We then turned to Viewpoints to think about how to start shaping all of this content into a show.

we are the ideal democratic citizens because we have accomplished very little on our own.

According to *The Viewpoints Book*, now that we had an anchor and a question what we were missing was a structure. So, we brainstormed a list of frames (See Appendix Q for list of frames), narrowed these frames down to our favorites (which were: school in the normal school day structure, school as kid's educational TV show, and school as an organism within an ecosystem which we as researchers were studying), and experimented with making pieces

we are the ideal democratic citizens because we have such tremendous focus that when we are typing the simplest email the rest of the world seems to dissolve around us. we can finish an exam in under fifteen minutes. we can write an essay in under ten.

within these frames (See videos of short compositions at <http://www.makemelissacarter.com/school-videos>). I also sought help from my readers who advised me on my next step. Some of the most impactful sentiments I came away from these meeting with were a warning not to try to teach your audience but to try to engage your audience, and a question of what our main conflict in this piece is and who it is between. Finally, my ensemble and I gathered to narrow down what was exciting us the most, what works the best, and what our main conflict is. During this discussion we realized that we could not define a conflict but we did know that the primary element we were all interested in exploring was making our piece durational. So, we needed to investigate a company that creates durational theatre. The most accessible company to my knowledge was Forced Entertainment. In order to know whether this was the right road for us to go down, I decided that my ensemble's next assignment was to watch some videos of the Forced Entertainment's performances that I sent to them and take a structural element of one of these long-form games and add our content into it. This went well so we decided to pursue using Forced Entertainment as a structure. Then, of course I needed to do more research on the company itself. Luckily, at this point we had reached winter break and I had a few weeks to go home and research on my own.

When selecting sources on Forced Entertainment I focused on those that gave practical information on what they did and how they did it. The texts I selected to share with my ensemble were:
"On Performance Writing" by Tim Etchells

we are the ideal democratic citizens because we only watch TV when we exercise. we exercise every night and every morning and every twenty minutes at work. we made an interactive sculpture about goats crossing a highway. we sacrificed our dreams for our children.

we are the ideal democratic citizens because when we have run out of thoughts to think and sayings to say, we return to books.

we are the ideal democratic citizens because we have made it our mission to reconnect every single lost glove in NYC to its rightful partner.

we are the ideal democratic citizens because we masterfully combine the destruction of endangered animals' resources and the outsourcing of manufacturing jobs symbiotically with a #vegan lifestyle. our own brand is built on hypocrisy. we are beautiful. we have told the public to put rocks in their vaginas.

“Third-hand Photocopies: Forced Entertainment by Greg Gieseckam

“Performing love: a week’s discourse with Forced Entertainment” by Frances Babbage

In addition to these texts I shared a chart I had made of everything that we knew already, everything we still had to figure out, questions that we still had, and my own stab at what our main conflict is (See Appendix R). I also shared with them a list of endless games I had brainstormed with my friend on a long car ride (See Appendix S). I asked my ensemble to do the same, to brainstorm infinite games (See Appendix T for list). Out of this list we selected the ones that we thought would work the best with our content and tried them out for the next week’s worth of rehearsals (See Appendix U for Rehearsal Reports, See <http://www.makemelissacarter.com/school-videos> for videos of games).

At the end of this week we looked at what worked and what didn’t, we laid all our old Paper Walls on the floor, combed through our research again, and we discussed once again where the main conflict is and what our structure should be. We came to the conclusion that our conflict is between how the university needs society to shape a scholar and how society needs the university to shape a citizen. We also decided that our structure should be composed of 3 games: pre-university, in university, and post-university.

At this point we had six weeks left until our performance (See Appendix V for Rehearsal Reports. See <http://www.makemelissacarter.com/school-videos> for videos of developing games). During this time my stage manager found all the furniture we would

we are the ideal democratic citizens because we could pass a citizen test if we were allowed to take one.

we are the ideal democratic citizens because we have a shrine dedicated to each of our eight grandchildren. we leave peanut butter jars open with the knife still stuck in them because we got distracted by something we were doing for somebody else. we got stuck for three days in the blizzard of 1987 because we were at work, at the post office.

we are the ideal democratic citizens because we never sleep until noon.

we are the ideal democratic citizens because we can imagine more than a perfect body, we can imagine the perfect soul.

need (See Appendix V1 for my chart of furniture for each game), and I reserved a lecture-style classroom with the help of my advisor, collected all of the props we needed, and created publicity materials for the event (See Appendix W for publicity materials). In rehearsal we had one week dedicated to each of the three games and a week for choreographing the beginning, the ending, and the transitions between games. We had our only full run of the show in the space a week before the performance and then spent our last week of rehearsal making final tweaks and selecting / editing the text that the audience would be receiving (See Appendix X for audience text). Finally, we were ready to go to *School* (See Appendix Y for *School* full script, See Appendix Z for notes on the performance, See <https://www.school.makemelissacarter.com/> for pictures of the performance, and See the video of the full performance on the “School Performance” Facebook page at <https://www.facebook.com/schooladministrationn/>).

*we are the ideal
democratic citizens
because we ding a bell
every time something is a
good idea, amuses us, or
most importantly every
time there is an awkward
moment that we are
attempting to skip over.*

ding

*we are the ideal
democratic citizens
because when we have
exhausted our materials
we return to the simple
act of living. the stream
retreats to its source.*

Discussion and Analysis of Findings

Although many aspects of our process and production were successful, the piece itself failed because the form did not hold the content in a way that truly communicated what we intended to communicate to our audience. The structure of our show produced its own content through exhaustive questioning that was both compelling and productive for discovering new ways in which the scholar and the university intersect with society. However, it did not do its job of helping us share what we had learned with our audience and starting a conversation that would continue when our performance ended. This failure is not necessarily a negative thing because it was through this failure that we gained an understanding and interest for the structure we were operating within.

The training portion of this rehearsal process went swimmingly. I had cast an extremely intelligent ensemble of people who were all invested in and fascinated by our subject of study. As I assigned texts and led discussions towards major connections and contradictions that I needed my ensemble to understand, I realized that I was teaching them. And, as so often happens in academia, they were teaching me as well. Although I had read these texts two or three times before I was surprised by what they brought to the table and gained new information and perspectives through their insight. Thus, we were learning from both published scholars and each other, and our process of creating *School* was starting out in school. It was a situation in which the method of creation fit the content it was being built out of. In addition to using The Tectonic Theatre's Moment work, we were inadvertently appealing to their artistic director, Moisés Kaufman's theory of creation. He emphasizes constant experimentation: "the content of each new work dictates its means of creation – its unique investigation of form and content" (Brown

11). Although my method of distilling the information on the university for my ensemble was traditional as far as education goes, it was an unusual way to begin a theatre process and one that was uniquely appropriate for our piece. We were a demonstration of the positive aspects of the university that we were researching. We were learning how to see the system we are inside of so that we “could begin thinking for [ourselves] with something to think about” (Bloom 63). During this first phase of our rehearsal process, form and content were serving each other.

However, the researching phase of our process could not last forever and once we departed from our class-like format we found ourselves somewhat lost. Without a structure to inform us on what we should be doing, we began creating blindly. This feeling of foggy frustration was well articulated by Tim Etchells describing the early rehearsals for *200% and Bloody Thirsty*: “we were looking for something and we couldn’t define it” (Etchells 36). Without defining a structure, we couldn’t define what we were making. When we weren’t approaching material with a form in mind, we were not able to formulate an opinion on it and instead tried to see every topic from every perspective. Thus, although we now understood a great deal about the university, we didn’t utilize this knowledge to develop any new thoughts of our own. In this state we were not Emerson’s Man Thinking, the scholar who is educated “by nature, by books, and by action,” but rather “a mere thinker, or, still worse, the parrot of other men’s thinking” (Emerson 3). With nothing but content, we had nothing that we were striving towards and therefore the things that we were making had little meaning because we had no structure that would put them into context.

Once we realized that we needed a structure we experimented with a few different kinds. We tried to create a structure through our brainstorming and exploration of potential frames. This exercise of defining what our frame could be gave us a potential form for the piece but failed to

supply us with a means of creation that would be appropriate for the nature of our project. So, with limited time and a collective urge to make a durational piece, we turned to the structure of Forced Entertainment's long-form durational games. This company's method of creation was fairly accessible because their text is generated through company improvisation and found objects such as "newspaper articles, film dialogues, fragments of letters or diaries" (Malzacher 16). This collaging of scraps proved to be much less intimidating than the creation and organization of completely original material that Moment work requires. Improvisational games eased our process because it widened our definition of writing from meaning purposeful and detailed scripts which we all had to agree upon, to meaning anything – it "could mean sitting at the computer and working alone, but it could also mean improvising with the group, or it could mean [...] passing a note with a few lines on it to someone on-stage" (Benecke 46). Suddenly, assisted by the structure of these games and the acceptance of any content these structures created, we were making much more interesting work at a much faster pace.

But when we figured out how to create we forgot what we were making. We didn't ask where long form improvisational games intersect with the university or learning or research. Forced Entertainment is theatre about theatre though *School* was theatre about the university. To utilize Forced Entertainment's structure correctly we should've performed within it in the fully realized circumstances of the thing: for the full duration, with an audience. Only then could we have comprehended what is inherent within this structure so that we could discover where it connects with our content and our purpose in a productive manner. Although we recognized that Forced Entertainment created their work with a different intention than ours, we didn't address this issue by exploring the structure fully because we were running out of time. We felt that we had to come up with answers, and fast. Thus, without fully comprehending it, we eagerly

welcomed a structure that was relatively simple to work within. It was only in hindsight that “the difference between coming to a decision and forcing one” became clear (Etchells 53). In reality, the correct decision was sitting right in front of us the whole time. We knew what we were making – we kept on coming back to it – we were making a piece about the act of trying to figure out what the role of the scholar and the university in society is. But this is also a description of our project as a whole. We felt that we couldn’t possibly create a compelling piece about doing the thing we were doing because there wouldn’t be any questions left to ask. The impossibility of our task scared us away instead of egging us on. Where certain failure should have freed us up to explore, it instead dug out imaginary pitfalls. We were scared to admit what we were doing because what we were doing couldn’t possibly be enough. So, we decided to take on someone else’s structure even though it did not necessarily serve our content, because it was safer and easier than trying to find one for ourselves.

In the end, pursuing the structure that we easily slid into paid off in some ways and didn’t in others. Although it was a compelling performance with strong content and an interesting structure, it did not fulfill the goal that I had set for us of engaging the audience in our research in order to start a conversation that would extend beyond our performance. It was difficult to directly incorporate our research into the performance because, as we discovered, attempting to control the content of a durational piece will often lead to failure. During our full run-through, an organic moment manifested itself around the end of the second game: the players were instructed to cheat. This devolution organically led to the game needing to cease at the same time that the structure of our show dictated its end. I appreciated the ease of this transition and asked my ensemble to attempt to repeat it in our performance. The result felt fabricated and unnatural because when you do an improvisational durational performance twice it is a completely new

show and “everything that you strategize in order to cause an effect in [a] durational [performance] is inevitably outweighed by all of the other things that are happening that you cannot control” (Etchells 96). We learned through failure that one cannot force a consistent shape onto a duration show; a durational show will choose its own journey.

A durational piece composed of long-form games functions entirely differently from a traditional length theatre piece because plot structure and characters have been replaced by rules and players. A shorter piece “has an architecture, and as a performer you are ultimately a servant of that architecture,” in contrast a longer piece is not only more open to change but will inevitably change and demand “that you contribute now, live, fast, as a maker, of decisions and of moments” (Etchells 80). The only thing that must be kept intact are the rules that you are operating within which are dictating the limits of play. Success then comes from how well the performers adhere to and perform within the rules. Experimentation comes from how far the performers can push these limits. Without characters or imagined circumstances, the performers’ only objective is to win an unwinnable game “in which they falter or triumph, following the rules only to be able to bend and break them on stage” (Matzke 173). The high stakes that my ensemble had in the games made the show engaging to watch. This could be seen throughout the piece but became particularly noticeable when ensemble member, Rebecca Klein, was incapable of beating anyone in a game of flip cup for at least half an hour. The audience could witness her going through phases of frustration, admitting defeat, and then bolstering her resolve to finally conquer the red solo cups. This was an incident in which it was easy to tell when the performer was winning or losing the game. Most moments were not so simple and it was up to the audience and the performers to define success and failure in these circumstances. How far can one push the rules until you are failing to adhere to them? Was ensemble member Zak Gordon the most

successful at balancing a stack of 100 solo cups on his hand because he relied the least on tricks such as leaning the stack up against walls? Or was he the least successful because he dropped them the most frequently, while ensemble members who found ways to manipulate the ‘one hand on the cups’ rule and barely dropped were the most successful? Although the rules were clear and the stakes were high, it was uncertain when the performers were winning or losing. When plot structure is replaced by rules, figuring out what the rules are and how far a performer can go until they break them is one of the most essential and compelling elements of the piece for the audience.

Instead of the detailing the plot, our primary job within this structure was figuring out what the rules to these games are and how specific they get. In every game there was this question of how far you can go: “‘What’s the furthest you can go inside the structure of this game?’ or ‘What would a rule break consist of here?’ or simply ‘How far could one go with this?’” (Etchells 69). Throughout our devising process, we realized how important it was to establish the line of where our rules stop and experimentation around the structure begins. There was a point in the making of the flip cup game where we taped out positions for where each cup needed to be stacked, flipped, and where the flipper needed to stand. After playing this way once we realized that this level of precision is unnecessary and overcomplicates a game that is best when simplest. It also allowed for greater experimentation within the form such as moving to different positions on the table, standing on one foot, and finding the most accessible position to place one’s stack of cups in, which was interesting to witness. When the rule bending got the most exciting was when the ensemble was doing it out of necessity due to pure exhaustion. In the final game, each individual had their own approach to coping with the continuous running. Zak would sprint as fast as possible, Rebecca would jog at a consistent pace, Chris would leap to

keep himself entertained, and at a certain point Aubrey broke into other aerobic exercises to break up the monotony of the run. As Aubrey alternated between jumping jacks and lunges, she looked over at me with a bashful grin and, having made eye contact, returned to running in place. I had no problem with her variations on the designated movement but clearly she believed that she had pushed the rules too far. The creation of new content out of necessity is one of the most interesting results of durational work because it is a genuine example of someone being pushed to use more and more tactics to achieve an objective once the obstacle is proving too large to rely on their fallbacks.

This constant creation of new content that is inherent to this structure was certainly the strongest part of our performance. Improvised fragments of text that came out of our games were some of our most interesting and honest insights on the educational system. One of the realizations that I most appreciated was Rebecca's reliance on vending machines for nutrition. She stated that she was the ideal scholar because she ate her meals from vending machines. She explained the validity of this statement by pointing out that that's when you're clearly being the most productive – when you don't even have time to go get a true meal. Then, she ranked the nutritional value of each item offered in our university's vending machine and therefore the correlating grade that you would receive on an assignment while being fueled by this food. In the end, she came to the reasonable conclusion: "my learning is made possible by hummus cups." This quippy realization would've never been made if we did not have a structure that pushed our performers to improvise new content.

Another success of this structure was the blurring of the line between true and false. Within the context of durational theatre as a whole, this serves as another way in which one can push the limits of play, "through the blurring and ultimate collapse of distinctions between true

and false, between fiction and reality; and through the passion for failure and mistakes” (Malzacher 20). Within our piece the smudging of this line also had an impact on the content. In the context of the university, and education in general, what is true and what is false is an extremely important distinction. However, throughout our piece there was little distinction between the two. During game two my ensemble recited parables, some of which were true stories and some of which complete fantasies with no distinction between the two categories. In game three the ensemble read text that was a statement of something “we” had done or something “we” believed, however when we wrote these statements we wrote them about many different people and these “we” statements hardly ever actually applied to the person reading them. Also in game three, the significant phrase, “that’s true” had to be uttered by a justifier for the game to move forward. The justifier would generally wait for a significantly satisfying phrase to be shared before saying “that’s true,” however they would not always be replying to things that could be described as strictly ‘true.’ Although they would sometimes validate statements one could define as facts, more often than not the statements were opinions, jokes, or exaggerations. Saying “that’s true” in response to all of these statements, regardless of validity, erased the line between true and false and made witnesses question the concept of truth in general which is a significant concept to be questioning within a piece about our educational system. This structure, which involved repeating phrases over and over again for hours, caused performers to push against, and audience members to question, the meaning of the phrases and the confines of the structure itself.

Although this production of new content and pushing again definitions is engaging as an audience member, it was also a major weakness within our piece. This was a performance that was based off research with the intent of having some of that information reach our audience. To

do this, we put some of our research directly into our piece: in the scripted transitions, in a few of the parables, in some of game three's statements, and occasionally it would come bubbling up on its own in our improvisations. However, by allowing for unsupported statements to be shared in the same context as this research, we invalidated these facts and didn't allow for any audience members to figure out what was research and what was unfounded. This structure created too much content that was unrelated to the subject matter to ignite a conversation about anything except the structure itself.

While this inability to share our research through this structure was our largest problem when it came to successfully engaging our audience in a discussion, the largest flaw in the quality of the performance itself was having too much mapped out content. The pre-decided arc of the show disrupted and constrained the natural emotional journey of my performers which was a far more compelling thing to witness than the idea of passing through the university. I could feel the frustrated energy rising to a peak at the end of game two, but it was cut off by the need to perform their transition and move on to the next game. This kind of energy inherently appears when performing in a durational piece because "you are on stage all the time, you do the thing all the time, you get very tired, you get very frustrated in a way with the rules" but these emotions are valuable because they make "you do different, interesting things" (Helmer 53). This strong negative energy is not constant – sometimes performers are optimistic and enjoy the game because they're sure "about people's power to change themselves, their power to re-see themselves" and with this confidence, "they transform things" (Etchells 44). But other times there's a certain rage in the work, with people "bashing against the edges of the world they're born into, bashing on the edges of the language that they have" (Etchells 44). No matter what emotion they're riding, it is heightened by the fact that they've been performing for such a long

period of time and thus becomes both the most engaging part of the piece and an uncontrollable force that will shape the piece at will. Within our piece, this was an example of the structure failing to serve the content.

The emotional impact of this structure was not limited to the ensemble members, in many ways the audience was having the same experience as the performers. “It’s an endurance exercise for the audience as well,” I wrote in my notes on the full performance. This is a unique element of durational performances. When someone has decided to commit their whole day to watching your performance it’s as if they have “come to share their time with you” and “their presence is less a demand to be entertained as an audience and more a gesture of individuals supporting you” (Heathfield 88). In addition, since it is an improvisational performance, the audience knows as much about what is going to happen next as the performers do. This alignment between the audience and the performers allows for a unique connection, an opportunity that *School* did not take full advantage of. We allowed for our audience to come and go, we invited our audience members to do homework in the back of the classroom as they watch, and we had a live-stream set up for those that couldn’t make it. All of these factors lowered the sense of camaraderie between the audience and the performers. Although these conditions did allow for more people to see the show, it lowered the impact on each of these people. We failed to use the structure to its full potential for engaging the audience and didn’t spend enough time considering the impact that our performance might have on a witness.

The most significant weakness in our engagement with the audience was our failure to define our relationship to them. Even though we discussed our various options frequently, we never truly decided what our relationship was to the audience and what it meant that they were watching us – what they were implicated in. Forced Entertainment is very interested in this idea

of implication. This concept of audience responsibility for the events that they view is nothing new. The most frequently referred to work that held these implications is *Shoot*, a performance art piece in which Chris Burden was shot in the arm in front of a group of witnesses. Burden performed this in 1971 and yet, today we are still exploring this concept of audience as witnesses. Perhaps because this kind of work “leaves us, above all, unable to stop thinking, talking and reporting what we’ve seen” because the audience now has a certain responsibility for the event that occurred (Malzacher 125). Not strictly a duty to stop any event they deem immoral, but a “responsibility to see actively, to observe himself while he is (often voyeuristically) watching, and to make his own connections” (Lehmann 111-12). This level of involvement leads to this relationship with the audience being ideal for political theatre and call to action pieces. Through bringing attention to the position of the audience and the fact that “they are in the majority,” a performance cracks open the possibilities because you’ve just added an auditorium full of new variables (Malzacher 121). This expansion of the possible allows that anything might happen and therefore demands that the audience have an opinion on what happens. It demands that they “feel the ‘weight of things,’” insists that they feel their “presence ‘in some fundamentally ethical way,’” and “produces a ‘pressure for attitude’” (Malzacher 134). Utilizing this kind of relationship to the audience was our opportunity to start a conversation about the university. If we had clarified and addressed our relationship to our audience, then they may have felt implicated in my ensemble pushing themselves to their bodily limit for eight hours which certainly would have made the piece more engaging.

Our failure to do this might have been avoided if we had learned more from Forced Entertainment’s evolving relationship to their audience and the impact it has on their performances. In Forced Entertainment’s earliest work, they did not address the audience at all,

then they started addressing the audience in some fictionalized way. It was only more recently, with their durational work, that they began to acknowledge audience as audience “without [any] kind of fictionalization or misrecognition, just as the people who are there, the people who’ve come along to see you, to hear about something” (Heathfield 83). This move towards recognizing the audience and then recognizing the audience as audience is a result of a desire that Forced Entertainment has: “We come closer to them. We want them closer to us!” (Heathfield 83). Along with this transition of acknowledging the audience came a transformation of Forced Entertainment’s attitude toward the audience from being “rather concerned or worried” wanting “them to be alright” to an attitude that “can be quite abusive, and some negative assumptions are made playfully about them – that they’re drunks, that they’re just interested in tits and ass, that they’re stupid” (Heathfield, 84). Since we did not know what our relationship to our audience was, we could not establish a perspective on them.

This confusion of what our relationship to our audience manifested itself in our relationship changing constantly throughout the performance. During game one the ensemble’s focus is entirely on each other while in game two both the parable and the bookworm song are certainly for the audience. However, the parable appears to be an autonomous choice on the performer’s part, to inform the audience of some larger concept through this story. Meanwhile, the bookworm song appeared to be something that the audience was forcing them to do as enthusiastically as they possibly can and then again and again even more enthusiastically. Our relationship to our audience was the most interesting in game three because our audience started trying to take part in the show itself by yelling “that’s true” from the back of the room. Although we had not decided who the audience was to us, we had decided that we couldn’t hear them, so my ensemble members attempted to ignore them. This decision made sense in the context of our

piece since the one thing that we had decided about our audience was that there is a fourth wall. However, ignoring things that are being shouted at you changes the position of the audience and the performer. Suddenly, we were not in the same room or the same world as them and they could have no effect on us. Ignoring these statements erases all possibility of implementation because they did try to take responsibility for what was happening in the performance, and were unable to. A clarification of our relationship to the audience would have helped us avoid this confusing situation in the first place and this failure of communication between ourselves and our audience.

To avoid failure, we had to have been less afraid of failing. We made three games instead of one because we didn't believe we'd be able to make one game last eight hours. We kept on adding elements to the games because we wanted to make it more engaging to watch. We were interested in having the game break down but walked the other way because we didn't know how to make that happen naturally and we didn't know where we could go on a broken machine. The success of Forced Entertainment's pieces lies in their embrace of failure. They make games as simple as possible and find moments in which individuals break from the game and ride their vulnerability to the very edges of performance. Truly, it is the simplicity of the game that is the most difficult part to create, as company member Claire Marshall states: "It took us a long time in the rehearsal for *Emanuelle Enchanted* to get the game with the signs as simple as it is... It was frustrating that you get such a little of it in the show" (Helmer 52). It is scary and difficult to commit to very simple rules and believe that that will be enough. During *School's* eight-hour rehearsal I began to ask myself the question: why does anyone do durational theatre? You can't possibly create an eight-hour long piece, from which audience members are free to come and go as they please, that is constantly giving the witness new information without leaving some

people behind. And this is what I've been taught in theatre: that there must always be new content – everything on stage is a chance to communicate. The ingredient that I was missing in this line of thought was that moment when the audience invests themselves. With the typical audience member, they will crave more at first, “people initially resist if you offer them a pared down vocabulary/economy. They think, ‘Oh please, give me something new!’” (Heathfield 79). However, if the new information they're receiving is the infinite number of ways to play within the given boundaries, they'll eventually buy into, accept and understand “the limits and [start] to work inside it, too” (Heathfield 79). But for the audience to get to this point of commitment within a frame, the performers must commit as well. They must find a compelling vocabulary and stick to it, “it's a question of live by the sword, die by the sword” and it's a level of investment that makes things harder for everyone, but the payoff much greater (Heathfield 78-9). It would have been difficult to continue generating new content within one game for eight hours, but the fact that we were too scared to attempt it was certainly a failure on our part.

However, our failures, when paired with an acknowledgement of our failures, is in its own way an accomplishment. Truly, the most successful aspect of our process as a whole was the learning and the learning about learning that never ceased, and still hasn't. We stated that the main research phase of our process would end in November, but we did not stop digging. Some of the most compelling observations about education and the system that we are within were revealed during hour seven of our performance by an ensemble member so exhausted they could no longer say anything but the truth. My ensemble and I are still so interested in this structure of creation that we are performing two more durational pieces before the end of the semester. I created a solo piece on April 8th, that went down S Main from Clementine to The Golden Pony with a piece of sidewalk chalk, further exploring the statement from our piece “that's true.” I

hung notecards (some of which had true statements written on them, some had false statements, and some were blank and had a marker hanging next to them) and no matter what the notecard said I had to write “That’s true, because…” and defend it in a stream of consciousness style of writing until I reached the next card. It took about seven hours, exactly twenty-four pieces of sidewalk chalk, and all of my energy, but it was worth it for the experience of engaging and entertaining a huge variety of people. In addition, my ensemble and I planned on performing a twelve-hour piece in a local show house on April 15th, but unfortunately had to cancel it due to a personal emergency. I do not believe that *School* would have spawned this level of interest in supplementary creation if we were fully satisfied with our performance. It is through our failure that we learned more, not only about education, but also about the structure of long-form games, because, as Tim Etchells says “any system is best understood by an investigation of its failure” (Matzke 172).

Now that we have learned how this structure works in relationship to the content of the educational system, I am able to come to the conclusion that I do believe this form could serve this content. The key appears to lie in doing what you’re doing. Instead of trying to layer something else on top of it; create a performance “where what’s happening is what’s happening,” and there’s “a certain kind of ‘it is what it is what it is’” (Heathfield 90). If Forced Entertainment’s durational pieces are each a different kind of game (a game of questions, a game of confessions, a game of stories) then we need to find the game of school - just one game, not three – simplify it as much as possible and then push all the way up against its borders. As long we are playing the game of school, it doesn’t matter that the content is practically uncontrollable because everything within school is part of school. When I met with one of my readers, Dennis Beck, after the performance he expressed an interest in what a game of research would look like

if we had no idea what we were going to be researching and asked the audience for topics. Anything created in a game of research would be unplanned but it would also be part of the research process. The durational structure has the potential to be the ideal pairing with the concept of education because learning is inherent within this structure. Within a long-form improvisation everything is being made up and everything is being learned anew. The performers aren't acting, they're playing and the performer "learns through play" (Quick 163). The fact that "learning is inevitably [haunted] by anxiety" is not a detriment to the work, but an addition because "the terrors and uncertainties of play can be liberating, rather than constricting" and within our theatrical structure we can learn to learn in a whole different way than our traditional educational structure (Quick 163).

Within *School*, the form did not serve the content and the content did not serve the form. In the moments where the research was well communicated, the game failed and vice versa. As a result of this and a lack of consideration for our witnesses, we also failed to fully and consistently engage our audience. However, within the failures of this particular performance there is a much greater success because we continued to learn and create. And in the future, I believe a durational structure to be the ideal form through which to explore the concept of education.

Conclusions

I found multiple answers to the question: What is the role of the undergraduate liberal arts institution in America, today? Some scholars stated that the role was to develop the individual, for the individual's sake. Some said it was primarily a mechanism for ascending the hierarchy. Other scholars stated that the university is just a business now with the same concerns as any other business. Some scholars stated that their role was to prepare scholars to be citizens who would actively help strengthen the democracy. When reviewing this information myself, each answer appeared to me to be equally valid. However, when facing it alongside my ensemble it became abundantly clear that the most compelling role proposed was that of preparing a citizen, partly because this encompasses several other roles that are important to a university and partly because it humanizes education. Since this role was so complex, it led to more questions than answers. Thus, it made sense that our performance would consist of a full day of asking questions nonstop. However, when we took on this durational form, we did not fully understand the structure in which we were creating, so our form was constricting our content and our content was constricting our form. In addition, we failed to clearly define our relationship to our audience which resulted in our inability to fully engage them. These failures helped the ensemble and I learn more about this structure than an entirely successful piece would have. In the end, this piece was about learning. And learning about learning. And learning how to say that you're still learning. And we're still learning.

Appendices

The following are a series of twenty-seven appendices intended to provide evidence of work completed and give a reader any deeper understanding of particular aspects of the work that they desire. Please take advantages of the links within this pdf in order to ease navigation. Pictures and videos of the rehearsal process and performance can also be found online at <http://www.makemelissacarter.com/school> and in the Facebook page: School performance at <https://www.facebook.com/schooladministrationn/>.

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Appendix A

On Learning and Change

Although this collection of scholarly articles is somewhat outdated, it gives a captivating, insightful, and broad analysis of higher education in the United States. It must be read with the knowledge that everyone writing is a part of America's intelligentsia and therefore somewhat biased – although I believe I will find it difficult to find any credible sources on our higher education system that's not written by someone who was raised within it. These articles are extremely helpful in that they examine many different issues within the educational system but always extend their argument to the larger, ideological question.

- “A new view of learning springs from a fresh humanism, in which the student – rather than one's obeisance to a discipline – is the centerpiece. Underlying it all is the fundamental assumption that most people can benefit from educational opportunities, and that education ought not to be a selecting-out but an inviting-in process... A large question, however, remains as to how such new perceptions can flourish within the increasing bureaucratization of higher education. The typical American college and university is taking on the character of a public utility, and which vast enterprises can dispense electric and telephone services fairly efficiently for mass consumer market, educational experiences deserve something different. Learning and teaching are acts of love as well as of art – they work by trial and error – and they cannot long survive without constant attention to their improvement.” (10, George W. Bonham, 1973)
- “‘There goes in the world,’ Emerson observed, ‘a notion that the scholar should be a recluse, a valetudinarian – as unfit for any handiwork or public labor as a penknife for an axe. The so-called practical men sneer at speculative men, as if, because they speculate or see, they could do nothing.’ And he concluded: ‘Action is with the scholar subordinate, but it is essential. Without it he is not yet man. Without it thought can never ripen into truth.’” (14, “The New American Scholar” by Adam Yarmolinsky)
- “Perhaps today's scholar needs to learn to keep his distance from the world of action – or at least to plot periodic strategic retreats in order to regain his perspective. And here the university must serve him as a refuge and a refueling station. Yet the university cannot adequately prepare the scholar for his work in the world if it remains itself a closed society” (15, “The New American Scholar” by Adam Yarmolinsky)
 - *Our society's negative perception of academics being useless and using the everyman who actually 'roles up his sleeves' and 'gets the job done'*
 - *The room that this piece is occurring in being an isolated space existing separately from the world that surrounds it*
 - *The need for that separation when seeking to view all the edges of a thing // the fact that that separation makes it impossible to fully understand the thing you are studying*
- “The world is an increasingly complicated place, growing more complicated all the time. There are more scholars at work today than there have been since the beginning of history. The pull of specialization and subspecialization grows stronger. The smug comfort of spinning a cocoon of

learning within an established discipline or subdiscipline grows more appealing.” (23, *The New American Scholar*” by Adam Yarmolinsky)

- “Teaching is forced by some critics through the sieve of relevance, or the even finer sieve of authenticity... The proper response to these attacks, it seems to me, is for universities to reaffirm the values for which they stand. Without teaching and learning, we human beings lose our place in the stream of history and become strangers in our own age and in our own land. Without research, the frontiers of learning contract as the universe continues relentlessly to expand. Without service, the perspectives of scholarship do not illuminate the problems on which the survival of our society may depend.” (27, *“The New American Scholar”* by Adam Yarmolinsky)
- “The task of the old selective admissions approach was to find the most promising young people and to educate them for roles of leadership in the society. When technology was young and educational resources were scarce, it seemed logical and efficient for the growing nation to educate a cadre of elite leaders who would use their training and knowledge to raise the standard of living for everyone. Now there seems to be an unending supply of the comforts and luxuries of technology. The problem for the future is not so much in the generation of new technology and new products as in better distribution systems, broader-based knowledge and greater concern for individual development. The way to raise the standard of living for everyone is no longer to train leaders but rather to educate the masses to their full humanity. Certainly we will continue to educate leaders; we will always need intellectual leadership. But institutions like CUNY have taken on an additional and much more difficult assignment. The task of the new CUNY is not to predict who will fail, but to make life better for every student crossing its threshold” (66-7, *“New Learners”* by K. Patricia Cross)
 - *This is why standardized education is no longer ideal – the goal is no longer to identify & train just those with a high intellect who operate well within the traditional system but to assume that all have intellect enough that they deserve to be highly educated (should they choose to) in whatever mode they can operate within*
 - *The phrase “educate the masses to their full humanity” is problematic*
- “We might do well to give up our preoccupation with correcting the ‘deficiencies’ of New Students and concentrate instead on developing the new range of talents and interests that they bring to higher education. ‘College-level’ work need not mean higher and higher levels of abstraction; it might well mean higher and higher standards of performance. In any event, our new educational purposes suggest that we begin with the student and help move him toward the development of his abilities. It does not suggest that we try to make him into a pale carbon copy of the academically elite leader of bygone days.” (70, *“New Learners”* by K. Patricia Cross)
- “No one can put forth a very strong argument that four years, chopped into 120 credit hours delivered to people who can present themselves physically in a room set aside for ‘classes,’ makes much sense as the major strategy for education” (72, *“New Learners”* by K. Patricia Cross)
- “The full meaning of universal postsecondary education has probably not yet been understood, and certainly not accepted, by the majority of people whose life work is education. The most

common position among faculty who consider themselves enlightened is that higher education should be open to all those able and willing to do the work in the manner and form in which it is now offered. A second position is taken by a growing minority of misguided liberals who are willing to 'lower the standards' of academic education in order to get credentials in the hands of the 'disadvantaged' so that they can obtain the material and social benefits of society. Neither position is adequate for these times. The purpose of education is not to certify (especially not falsely) nor is it to prepare a band of elite intellectual leaders (except perhaps in graduate education). It is to maximize the potential of each person to live a fulfilled and constructive life." (74, "New Learners" by K. Patricia Cross)

- *This author appears to be in favor of a shift in the system that would allow everyone to be educated to their full potential without acknowledging the systematic disparities in opportunity that lead to individuals having different levels of qualification, the idea that the current 'standards' may not accurately measure potential in all students, or the concept that, in order for some students to achieve their full potential, they must be taught in a different manner than is currently available.*
- "But the decision as to who shall be given access to college is not made in a social vacuum. The higher education system virtually determines entry into middle- and upper-level positions in the occupational hierarchy and is thus a key distributor of privilege in contemporary America" (77, "Open Admissions: Toward Meritocracy or Democracy?" by Jerome Karabel)
- "A massive national study of high school seniors, Project TALENT, found that, even when measured ability was controlled statistically, high socioeconomic status continued to be closely correlated with enrollment." (77-8, "Open Admissions: Toward Meritocracy or Democracy?" by Jerome Karabel)
- "In short, higher education is inextricably linked to the transmission of inequality from generation to generation. Wealthy students are more likely to attend college than are equally able students from low-income backgrounds, and a college degree, in turn, confers economic benefits which extend above and beyond measured ability differences. The entire process helps ensure that the already affluent receive an education which enables them to retain their privilege and position. Nonetheless, the educational system continues to be viewed as an equalizing force, although the process of selective admissions, even if applied on a purely meritocratic basis, serves to accentuate existing differences... There is no gainsaying that some people are more able than others; the point is that selecting only the able for further education would cause the already existing gap to become a chasm." (78, "Open Admissions: Toward Meritocracy or Democracy?" by Jerome Karabel)
 - *This is just highlighted because it sums up a point that I would like to explore further excellently*
- "The system of higher education does more than just distribute privilege and magnify class and ability differences. At the same time that it allocates people to slots in the occupational hierarchy, it also provides the ideological justification for this placement. Those who succeed in the system see themselves – and are seen – as the deserving, whereas those who are less successful tend to blame themselves rather than the system for their 'failure.' Not

coincidentally, it is generally the students from fairly affluent backgrounds who are most successful, in part because their family milieu provides the cultural opportunities and values that encourage high academic aspirations and achievements. Hence, status is transmitted intergenerationally not through the explicit mechanism of inheritance but rather through achievement in a supposedly neutral educational system.” (80, “Open Admissions: Toward Meritocracy or Democracy?” by Jerome Karabel)

- “Every society that distributes its rewards in a highly inegalitarian manner faces the problem of legitimating these inequalities... It is in light of this universal need to justify gross differences in wealth, status and power that recent discussions of the relation between IQ and social class must be seen. In America, the school system provides the critical underpinning of the stratification structure.” (80, “Open Admissions: Toward Meritocracy or Democracy?” by Jerome Karabel)
- “Were college admissions based solely on educational considerations, surely those individuals who are least distinguished academically are the very persons who need further education. The higher education system should concern itself with maximizing the educational growth of the student, whatever his level at entrance. The critical variable is the ‘value added’ by college attendance; a truly successful institution would change a student’s performance level rather than insure its own prestige by ‘picking winners’ through a stringent selection process.” (82, “Open Admissions: Toward Meritocracy or Democracy?” by Jerome Karabel)
- “Leland Medsker and James Trent, in a study of 10,000 high school graduates, found that college attendance facilitates the growth of autonomy and intellectualism whereas early employment and marriage seem to retard and possibly even suppress development of these traits.” (83, “Open Admissions: Toward Meritocracy or Democracy?” by Jerome Karabel)
- “The central problem is that, in a meritocracy, not only does increased equality have no priority as a goal, but it is studiously avoided lest incentives be lost. The credo of meritocracy is mobility, the more the better, since everyone must rise (or sink) to his appropriate station in life.” (84, “Open Admissions: Toward Meritocracy or Democracy?” by Jerome Karabel)
- “Ivar Berg... recently studied workers in a variety of occupational settings and found that educational attainment had little to do with competence on the job. Donald Hoyt, in a comprehensive review of the literature, found almost no correlation between college grades and adult achievement, however defined. The meritocracy, with its trust in academic achievement, neglects other human capacities that may be useful in many jobs.” (85, “Open Admissions: Toward Meritocracy or Democracy?” by Jerome Karabel)
- “further education is by no means the only way of improving the position of the poor; in many cases, as Ivan Illich and others have argued, the abolition of unnecessary educational requirements would be of more direct assistance. Paradoxically, a successful attack on the meritocracy must demand both more and less education: more for those who want and need it, but less (or, at least, fewer requirements) for those to whom credentials are merely an obstacle to a decent life” (85-6, “Open Admissions: Toward Meritocracy or Democracy?” by Jerome Karabel)

- “If educational benefits do indeed derive from segregating students by ability level, researchers have as yet been unable to find them. In a study of the scores of college seniors on a nationally standardized test, Alexander Astin found no intellectual ‘value added’ by attendance at highly selective colleges. Nor is there any logical reason why dull students learn better when surrounded only by other dull students. The evidence does make it clear, however, that tracking generally tends to segregate students of different backgrounds, that it distributes economic benefits unequally and that it brings into being a status pyramid which helps legitimate the inheritance of class position. In the absence of any compelling educational argument for segregating students by ability, it would seem reasonable to move toward reducing hierarchy in higher education.” (89, “Open Admissions: Toward Meritocracy or Democracy?” by Jerome Karabel)
- “The danger is that extreme selectivity at a few colleges may prove as effective as total exclusion in blocking the mobility of the poor and in legitimating the inequalities of American society. Yet proponents of open admissions have apparently failed to realize that a hierarchical system of higher education may merely change the basis of social selection from whether one attended college to where one attended college. Thus, open admissions may succeed only in further obscuring the class function of higher education and in making the myth of equal opportunity more plausible.” (89, “Open Admissions: Toward Meritocracy or Democracy?” by Jerome Karabel)
- “The open admissions movement has laid bare the political nature of deciding who shall be educated in a society which distributes its rewards through the educational system and the legitimating function of arguments about academic standards. It has demonstrated that higher education, far from being an equalizing force, accentuates existing differences of background and ability. Finally, it has provided a philosophical basis for countering the ingrained elitism which holds that the higher education system should give special attention to the academically adept and ignore the less able.” (90, “Open Admissions: Toward Meritocracy or Democracy?” by Jerome Karabel)
 - *I completely agree with this argument – that if higher education is to act as an equalizer in our society it must commit its resources to educating those who want it and need it the most, not rejecting those who need it in favor of those who already have a leg up. However, I also think it’s important to acknowledge that some people do have a leg up and these people also deserve to continue their education, and that our society needs some of those people with a leg up to continue their education. And if the goal of highly acclaimed institutions is to educate those that are already highly educated or intellectual then these institutions should only be attended by those that are highly educated and they need a manner in which to figure out who those individuals are. That doesn’t mean that these individuals are better than those who haven’t had a leg up or don’t excel in our academic system, they are just at a point in their education where they need to be taking more advanced courses and there may be some people who think that they are ready for these courses when they aren’t so there may need to be some sort of selection process in place. This means that the change must happen in the much more difficult to*

manage spectrum of people's opinions on universities & eliminating the Ivy League worship & such.

- “The greatest irony of the educational history of the past decade is the fact that relevance has now turned full circle and is coming to apply precisely to what five years ago almost everyone agreed was fundamentally the wrong function of higher education – ‘processing students for the System.’ In short, the newest version of relevance is vocationalism.” (93, “The New Vocationalism” by James Hitchcock)
- “When student rebellions first erupted on the campuses, almost all commentators – from philosophers to Sunday-supplement writers – accepted the often shouted student assertion that young people were tired of being forced to spend years in school, during which they were treated like IBM cards, solely in order to fit into an occupational slot marked out by the capitalist-technocratic society. Education, according to the rebels, was supposed to be humanistic and humanizing, divorced from occupational requirements, so that students would have leisure and space to think, experience and criticize. This view of education, which was consistent with the philosophy of the traditional liberal arts if not always with their practice, still survives, just as do the older notion of the liberal arts and the notions of education for radical political activity and for personal probing.” (93, “The New Vocationalism” by James Hitchcock)
- “There is a general distrust, on both the Right and the Left, of the mere intellectual who is unable to do anything.” (97, “The New Vocationalism” by James Hitchcock)
- “In *Griggs v. Duke Power Company* (1971) the Supreme Court ruled unanimously that a company may not require education as a qualification for employment unless it can show the relevance of that education to the particular job” (101, “The New Vocationalism” by James Hitchcock)
 - *Same fact was seen as a positive step away from our meritocracy in another article*
- “The tradition of liberal arts education rested on the assumption that Western culture has a common base, a common tradition that should be accessible to all persons living in the culture, so that communication and sharing of common values and perceptions are possible. It was considered the individual’s necessary starting point in his search for self-definition.” (103, “The New Vocationalism” by James Hitchcock)
- “The frantic search for ‘community’ often masks a deeply rooted self-centeredness. The universities were perhaps the last institutions that kept alive the older ideal of meaningful and civilized discourse founded on a common culture. The educational changes of the past half decade – whether predicated on the individual’s need to discover who he is or merely on his need to find a suitable job – proclaim an end to that ideal. On the campus elsewhere, each person is now left to do his own thing, while the forces of the whole culture touch and mold him in ways he can only dimly understand and scarcely at all control.” (103, “The New Vocationalism” by James Hitchcock)
- “Serious efforts to attain an equal distribution of benefits among racial, sexual or regional groups would be likely to require actions that are politically or morally unacceptable. Middle class families, for example, simply will not tolerate a situation in which the amount of money spent to educate slum children is considerably greater than the amount spent on their own. Nor can we eliminate the educational disadvantages of growing up in a slum by putting all of the

slum children into a protected institution, however culturally and educationally rich, because the obvious price is the destruction of their families.” (107, “Community Colleges: The Coming Slums of Higher Education? By Thomas B. Corcoran)

- *Wut. How is this author accepting this situation? And how would educating poor children hurt their families? Wut.*
- “An example from outside the racial area may illustrate how far we still are from definitive conceptions – much less conclusions – in the heredity-environment controversy. Many studies down through the years have shown that firstborn children are overrepresented among high-IQ students and among a wide variety of both intellectual and career high achievers. Recent studies of National Merit Scholarship finalists show that among two-child through five-child families, the firstborn. Among five-child families, the firstborn constitute 52 percent of the finalists while the fifth-born constitute 6 percent. This 52-to-6 disparity, dwarfing even racial disparities, occurs among children whose heredity and environment are the same, as these are conventionally defined! The point here is that our conventional definitions must obviously miss something crucial, for heredity and environment conceptually exhaust all possible explanations. We recognize of course – in an ad hoc sort of way – that these siblings do not have literally identical heredities or environments, but for research purposes they are at least as similar as the heredities and environment that are statistically ‘controlled’ in most large-scale studies. It might well be, for example, that the environment we need to think about is the psychological environment, hard as that is to research compared to parental income, pupil-teacher ratios, and the like.” (126-7, “Arthur Jensen and His Critics” by Thomas Sowell)
- “As someone has said, tests are not unfair; life is unfair, and tests measure the results.” (130, “Arthur Jensen and His Critics” by Thomas Sowell)
- “It was Ralph Waldo Emerson, giving a Phi Beta Kappa address, not a young feminist picketing a faculty meeting, who said: ‘Action is with the scholar subordinate, but it is essential. Without it he is not yet a man. Without it thought can never ripen into truth...Inaction is cowardice, but there can be no scholar without the heroic mind.’” (137, “The New Feminism and Women’s Studies” by Catharine R. Stimpson)
- “Who, I would ask myself time and again, wants to join such a society? Of what value was a free college education when it forced you to accommodate yourself to a country that squandered whatever potential it could claim in the pedestrian ventures of American life? But these were no more than the bitter rinds of the fruit.” (153, “Teaching at City College: Surviving the Apocalypse” by Leonard Kriegel)
- “The faculty Left was scattered and disheartened, maintaining different points of view which seemed irreconcilable. Some dismissed all questions of class and maintained that skin color had become the true leaven of the harmonious university; others insisted that the college remain a school chiefly concerned with academic excellence (as if American universities had not long since taken leave of so narrow a view of academic goals – and for good reason).” (155, “Teaching at City College: Surviving the Apocalypse” by Leonard Kriegel)
- “Ultimately, I had to face the edges of my own mind threatening to burn out. When nothing could be held up as excessive, when everything could be reduced by one simple equation into

an aspect of man's liberation, the classroom became a circus ring, its inhabitants untrained monkeys. A difficult time in which to be a teacher, an intellectual. Inevitably, one's memories were defensive. I could not deny that the record of intellectuals in our century left a great deal to be desired. Their ability to resist, as Orwell had so frequently reminded me, was not very great. And now there were different gods claiming different thrones. It was difficult to resist the temptations of 'relevance,' just as it had earlier been difficult to resist the temptations of one of those 'smelly little orthodoxies' Orwell wrote about. 'What shall we rap about today?' asked the young sociology instructor of his class, eyes vapid with anticipation, life kindled by that sea of faces before him, *his* students. Or a psychologist telling his class that acid-dropping was good for whatever ailed them, his face as vacuous as a toothpaste advertisement. Merchants of the immediate, the 'new consumers' for the 'new society.' Apparently there were no limits to the amount we would pay to prove that we professors could be as 'relevant' as any student Maoist slouching against Finley Student Center." (162, "Teaching at City College: Surviving the Apocalypse" by Leonard Kriegel)

- "Surely, someone will soon make a study of the rise to prominence in American academic dialect of 'you know?'" (179, "An Academic Chairman Looks at Governance" by Scott Edwards)
- "One gets the impression that in many ways students are worse off under the New Curriculums than before. The old academic requirements, though frustrating and often empty, at least provided a structure on which to hang one's life while in college. The new emphasis on freedom and independence, which the reforms encouraged, seems to lead to unhealthy introspection and aimlessness. The 'identity problem,' higher education's gift to mankind, is laying waste to more students than ever, and the campus doctors report that the stimulants of Consciousness III are rapidly giving way to the consciousness killer, good old alcohol. Both the comfortable university bar and sympathetic university headshrinkers have never been more in demand, and campus reality is driving sophomores and juniors in significant numbers to drop out and rummage for 'real reality' out in the world somewhere." (188, "Beyond Student-Centered Teaching" by Brent Harold)
- "As a veteran of innumerable pedagogical 'innovations' I have come to the conclusion that student-centered theory falls short of our expectations because it does not reform thoroughly enough. While it removes some authoritarian, and undoubtedly outmoded, structures and requirements, it leaves intact – and may even intensify – the most stultifying aspect of traditional pedagogy, namely its idealism – the tendency to abstract ideas from the concrete experiences of the people holding them, to abstract people from their actual situations." (189, "Beyond Student-Centered Teaching" by Brent Harold)
- "*Accumulation vs. awareness:* Every student is systematically trained to accumulate a repertoire of thinking stances rather than an awareness of his own developing – but already well-formed – social and intellectual identity. Value judgments are crude, he is likely to believe – echoing his academically neutral teacher – because all positions, intellectual and otherwise, when viewed sympathetically, are equally valid. (Thus the tendency of students to identify with the 'weatherless' protagonists of the novels of John Barth.) This protean intellectual behavior, besides providing a workout for the mind, may serve the positive function of creating sympathy

for the views of others. But it also has the effect of discouraging a student's responsibility for the part he actually plays in the world and in the class. Instead of the substantial human being, he becomes an elusive shadow." (191, "Beyond Student-Centered Teaching" by Brent Harold)

- "Divorce of means from ends: The concerned teacher may try a variety of maneuvers to make his class work: liberating its institutional atmosphere by moving to a lounge or off campus, escaping the taint of 'business hours' by holding class in the evening, relaxing the class by substituting playreading for discussion, spicing dull discussions of books with lively talk about current events, catering to students' 'creativity' by allowing them to submit stories or poems in place of papers and so on. All these attempts to generate enthusiasm ultimately will fail because none of them creates any feeling of genuine purpose. In fact, such abstraction of feelings and atmosphere from goals, of means from ends seems to dramatize that nothing important is really happening. Would we need to think so much about the trappings if the central activity were really important? It isn't difficult to imagine how both sensitive teachers and students may well have the uneasy feeling that they are participating in a mutual con-game." (193, "Beyond Student-Centered Teaching" by Brent Harold)
- "We are verging, in fact, on becoming even respectable. That, possible, is the main threat we face." (213, "Southern Illinois University" by John Gardner)
- "Well, until great darkness of dignity comes, I stay here, with my friends, and we teach and study and raise all the hell we can." (215, "Southern Illinois University" by John Gardner)
- "Meritocracy is both a procedure for distributing scarce educational and occupational resources and for determining how the work of society shall get accomplished in an intricate, still largely industrial world." (217, "Education at Harvard" by David Riesman)
- "In our society, equality of opportunity implies that the losers condemn themselves for nonachievement, the winners for manipulateness." (237, "Education at Harvard" by David Riesman)

"The American Scholar" – Emerson

While I don't agree with Emerson's view of a scholar, many excerpts from this piece are essential to the history of how intellectuals have been seen in our country and to the hypothetical, ideal role of a scholar in our society. Most writings do not address the question of how the ideal scholar might behave which is an important question when considering the pros and cons of the system that creates him.

- "The old fable covers a doctrine ever new and sublime; that there is One Man, - present to all particular men only partially, or through one faculty; and that you must take the whole society to find the whole man. Man is not a farmer, or a professor, or an engineer, but he is all. Man is priest, and scholar, and statesman, and producer, and soldier. In the divided or social state, these functions are parcelled out to individuals, each of whom aims to do his stint of the joint work, whilst each other performs his. The fable implies, that the individual, to possess himself, must sometimes return from his own labor to embrace all the other laborers. But, unfortunately, this original unit, this fountain of power, has been so distributed among multitudes, has been so minutely subdivided and peddled out, that it is spilled into drops, and cannot be gathered. The state of society is one in which the members have suffered amputation

from the trunk, and strut about so many walking monsters, - a good finger, a neck, a stomach, an elbow, but never a man”

- “he and it proceed from one root; one is leaf and one is flower; relation, sympathy, stirring in every vein. And what is that Root? Is not that the soul of his soul? – A thought too bold, - a dream too wild. Yet when this spiritual light shall have revealed the law of more earthly natures, - when he has learned to worship the soul, and to see that the natural philosophy that now is, is only the first gropings of its gigantic hand, he shall look forward to an ever expanding knowledge as to a becoming creator. He shall see, that nature is the opposite of the soul, answering to it part for part. One is seal, and one is print. Its beauty is the beauty of his own mind. Its laws are the laws of his own mind. Nature then becomes to him the measure of his attainments. So much of nature as he is ignorant of, so much of his own mind does he not yet possess. And, in fine, the ancient precept, ‘Know thyself,’ and the modern precept, ‘Study nature,’ become at last one maxim.”
- “The theory of books is noble. The scholar of the first age received into him the world around; brooded thereon; gave it the new arrangement of his own mind, and uttered it again. It came to him, short-lived actions; it went out from him, immortal thoughts. It came to him, business; it went from him, poetry. It was dead fact; no, it is quick thought. It can stand, and it can go. It now endures, it now flies, it now inspires. Precisely in proportion to the depth of mind from which it issued, so high does it soar, so long does it sing. Or, I might say, it depends on how far the process had gone, of transmuting life into truth. In proportion to the completeness of the distillation, so will the purity and imperishableness of the product be. But none is quite perfect. As no air-pump can by any means make a perfect vacuum, so neither can any artist entirely exclude the conventional, the local, the perishable from his book, or write a book of pure thought, that shall be as efficient, in all respects, to a remote posterity, as to cotemporaries, or rather to the second age. Each age, it is found, must write its own books; or rather, each generation for the next succeeding. The books of an older period will not fit this. Yet hence arises a grave mischief. The sacredness which attaches to the act of creation, - the act of thought, - is transferred to the record. The poet chanting, was felt to be a divine man: henceforth the chant is divine also. The writer was a just and wise spirit: henceforward it is settled, the book is perfect; as love of the hero corrupts into worship of his statue. Instantly, the book becomes noxious: the guide is a tyrant. The sluggish and perverted mind of the multitude, slow to open to the incursions of Reason, having once so opened, having once received this book, stands upon it, and makes an outcry, if it is disparaged. Colleges are built on it. Books are written on it by thinkers, not by Man Thinking; by men of talent, that is, who start wrong, who set out from accepted dogmas, not from their own sight of principles. Meek young men grow up in libraries, believing it their duty to accept the views, which Cicero, which Locke, which Bacon, have given, forgetful that Cicero, Locke, and Bacon were only young men in libraries, when they wrote these books. Hence, instead of Man Thinking, we have the bookworm. Hence, the book-learned class, who value books, as such; not as related to nature and the human constitution, but as making a sort of Third Estate with the world and the soul. Hence, the restorers of readings, the emendators, the bibliomaniacs of all degrees. Books are the best of things, well used; abused, among the worst. What is the right use? What is the one end, which all means go

to effect? They are for nothing but to inspire. I had better never see a book, than to be warped by its attraction clean out of my own orbit, and made a satellite instead of a system. The one thing in the world, of value, is the active soul."

- "The book, the college, the school of art, the institution of any kind, stop with some past utterance of genius. This is good, say then, - let us hold by this. They pin me down. They look backward and not forward."
- "man hopes: genius creates. Whatever talents may be, if the man create not, the pure efflux of the Deity is not his; - cinders and smoke there may be, but not yet flame. There are creative manners, there are creative actions, and creative words; manners, actions, words, that is, indicative of no custom or authority, but springing spontaneous from the mind's own sense of good and fair."
- "Books are for the scholar's idle times"
- "The actions and events of our childhood and youth, are now matters of calmest observation. They lie like fair pictures in the air. Not so with our recent actions, - with the business which we now have in hand. On this we are quite unable to speculate. Our affections as yet circulate through it. We no more feel or know it, than we feel the feet, or the hand, or the brain of our body. The new deed is yet a part of life, - remains for a time immersed in our unconscious life. In some contemplative hour, it detaches itself from the life like a ripe fruit, to become a thought of the mind. Instantly, it is raised, transfigured; the corruptible has put on incorruption."
- "Of course, he who has put forth his total strength in fit actions, has the richest return of wisdom. I will not shut myself out of this globe of action, and transplant an oak into a flower-pot, there to hunger and pine; not trust the revenue of some single faculty, and exhaust one vein of thought"
- "If it were only for a vocabulary, the scholar would be covetous of action. Life is our dictionary. Years are well spent in country labors; in town, - in the insight into trades and manufactures; in frank intercourse with many men and women; in science; in art; to the one end of mastering in all their facts a language by which to illustrate and embody our perceptions... Colleges and books only copy the language which the field and the work-yard made."
- "The mind now thinks; now acts; and each fit reproduces the other. When the artist has exhausted his materials, when the fancy no longer paints, when thoughts are no longer apprehended, and books are a weariness, - he has always the resources to live. Character is higher than intellect. Thinking is the function. Living is the functionary. The stream retreats to its source."
- "I hear therefore with joy whatever is beginning to be said of the dignity and necessity of labor to every citizen. There is virtue yet in the hoe and spade, for learned as well as for unlearned hands. And labor is everywhere welcome; always we are invited to work; only be this limitation observed, that a man shall not for the sake of wider activity sacrifice any opinion to the popular judgments and modes of action"
- "The office of the scholar is to cheer, to raise, and to guide men by showing them facts amidst appearances. He plies the slow, unhonored, and unpaid task of observation... Long he must stammer in his speech; often forego the living for the dead. Worse yet, he must accept, - how

often! Poverty and solitude. For the ease and pleasure of treading the old road, accepting the fashions, the education, the religion of society, he takes the cross of making his own, and, of course, the self-accusation, the faint heart, the frequent uncertainty and loss of time, which are the nettles and tangling vines in the way of the self-relying and self-directed; and the state of virtual hostility in which he seems to stand to society, and especially to educated society. For all this loss and scorn, what offset? He is to find consolation in exercising the highest functions of human nature. He is one, who raises himself from private considerations, and breathes and lives on public and illustrious thoughts. He is the world's eye. He is the world's heart... Whatsoever oracles the human heart, in all emergencies, in all solemn hours, has uttered as its commentary on the world of actions, - these he shall receive and impart. And whatsoever new verdict Reason from her inviolable seat pronounces on the passing men and events of to-day, - this he shall hear and promulgate."

- "These being his functions, it becomes him to feel all confidence in himself, and to defer never to the popular cry...The world of any moment is the merest appearance. Some great decorum, some fetish of a government, some ephemeral trade, or war, or man, is cried up by half mankind and cried down by the other half, as if all depended on this particular up or down. The odds are that the whole question is not worth the poorest thought which the scholar has lost in listening to the controversy. Let him not quit his belief that a popgun is a popgun, though the ancient and honorable of the earth affirm it to be the crack of doom. In silence, in steadiness, in severe abstraction, let him hold by himself; add observation to observation, patient of neglect, patient of reproach; and bide his own time, - happy enough, if he can satisfy himself alone, that his day he has seen something truly."
- "he then learns, that in going down into the secrets of his own mind, he has descended into the secrets of all minds"
 - *I'm not sure how to apply this reading yet – I mainly quoted it so much because it is beautiful. But I do think that the idea of the primary attribute of a scholar being thinking critically rather than absorbing a large amount of knowledge is an accurate one. And I do think that it is important to consider what the scholar's role in our society should be and I don't think that that is something that is done enough today. But considering the far greater number of people receiving a high education today and the nature of the modern world it appears to me that we must expand this definition of a scholar and that we must encourage a far greater number of people to think critically.*

Death by Degrees: Against the credentialed class

This article does not hold back in its criticisms of the role our higher education system plays in our society, to the point where, although it is credible and convincing, it loses some of its impact by not addressing opposing arguments enough. That being said, it is an extremely informative article that makes important points about our system of accreditation, going into more specific and recent examples of its impact than those addressed within *On Learning and Change*. This is certainly an excellent contrast to Emerson's speech on the importance of the intellectual. However, it doesn't

actually speak to the idea that the role of education may be to prepare students for more than just their career, but broaden their view on the world as a whole so that we, as a country, can build a more well-rounded and moral understanding of the world.

- “Whatever modest benefits accreditation offers in signaling attainment of skills, as a ranking mechanism it’s zero-sum: the result is to enrich the accreditors and to discredit those who lack equivalent credentials” (3)
- “systems of accreditation do not assess merit; merit is a fiction created by systems of accreditation. Like the market for skin care products, the market for credentials is inexhaustible: as the bachelor’s degree becomes mandatory for advancement. Our elaborate expensive system of higher education is first and foremost as system of stratification, and only secondly – and very dimly – a system for imparting knowledge” (3)
- “The original universities in the Western world organized themselves as guilds, either of students, as in Bologna, or of masters, as in Paris. From the first, their chief mission was to produce not learning but graduates, with teaching subordinated to the process of certification – much as artisans would impose long and wasteful periods of apprenticeship, under the guise of ‘training,’ to keep their numbers scarce and their services expensive.” (3)
- “Like cigarette duties or state lotteries, debt-financed accreditation functions as a tax on the poor” (3)
- “As the credentialism compulsion seeps down the socioeconomic ladder, universities jack up fees and taxi drivers hire \$200-an-hour SAT tutors for their children. The collective impact may be ruinous, but for individuals the outlays seem justified. As a consequence, college tuitions are nowhere near their limit; as long as access to the workforce is controlled by the bachelor’s degree, students will pay more and more” (3)
- “The confirmation of Elena Kagan marks the first time in history that every single justice on the Supreme Court has attended Harvard or Yale. And Supreme Court justices (with the exception of Thomas) barely consider clerkship candidates who failed to go to a top-five law school. Until the 1980’s, Harvard and Yale never accounted for more than half the justices, and until the 1950s, never more than one fifth.” (4)
- “The first foundations poured money into medical schools – but only if those schools followed the example set bet Johns Hopkins, which in 1893 had introduced what’s now the standard formula: students attend four years of college, then four years of medical school... After the Carnegie survey published its ‘findings,’ scores of medical schools – schools whose students could not afford the additional years of study now required, and nearly all of the schools that admitted blacks and women – closed.... The standardization of these professional guilds benefited undergraduate institutions immensely, a fact that was not lost on university administrators. College presidents endorsed the Hopkins model and the [American Medical Association]’s consolidation of medical authority for good reason: in the mid-19th century, bachelor’s degrees in the United States were viewed with skepticism by the private sector, and colleges had a hard time finding enough students. The corporate-sponsored consolidation of the medical establishment changed undergraduate education from a choice to a necessity. Where

once there was indifference, now there was demand: 'I want to be a doctor when I grow up,' the child in the PSA says. 'I want to go to college.' (4-5)

- "the President – a meritocrat himself – has succumbed to what might be called the 'complexity complex,' which leads us to assume that public policy is so complicated that you need a stack of degrees to figure it out" (5)
- "The inclusive vision that once drove the labor movement has given way to a guild mentality, at times also among unions, that is smug and parochial. To narrow the widening chasm between insiders and outsiders, we must be restored to labor, and power and ecumenicism to labor unions. On the other side the revers must happen: dignity must be drained from the credential. Otherwise, the accreditation arms race will become more fearsome. Yesterday's medals will become tomorrow's baubles, and the prizes that remain precious will be concentrated in fewer and fewer hands" (5)
- "Then there are our own credentials. Che Guevara once declared that the duty of intellectuals was to commit suicide as a class; a more modest suggestion along the same lines is for the credentialed to join the uncredentialed in shredding the diplomas that paper over the undemocratic infrastructure of American life. A master's degree, we might find, burns brighter than a draft card" (6)

Stay Home

This short essay on the issues with study abroad programs was of interest to me for obvious reasons. I've been able to feel the problems that it brings up (particularly how cities have become so assimilated that London feels entirely fitted for the American lifestyle, how the classes that we are taking are not challenging, and how very easy it is to exist within a place & barely experience it) and have been frustrated to witness my peers sinking into them or reacting passively instead of actively fighting against them as I am attempting to do, though it makes me feel pretentious and ungrateful. However, I do think that this piece contains another seed of thought that is important in a way that is more relevant to this project than my personal grumblings. I believe that this sense of national identity is important to the way we view education in that it shows our unwillingness to bend and our expectation that the rest of the world will shape itself around us. Every source that is meant to inform us in America, from textbooks to newspapers, focus more energy on our own country than almost any resource in the Western world.

- "*Cosmopolitanism* has lately become a popular term in academia to describe a desirable mode of being... To know one's traditions while respecting and learning those of the Other, to extend sympathy in ever-expanding circles – noble ideals. In practice 'study abroad' abandons or bungles them. 'Vomit abroad' is more like it, and yet it's become the ruling injunction of college: now that you've gotten in, get out and see the world" (10-11)
- "One of the reasons to leave is to gain freedom from actually being educated. College is already scandalously untaxing: a four-year daycare program that insulates young people from practical experience before shunting them into the inevitable and dreary professional track (or into debt and unemployment). But this is nothing compared to the ease of going to college abroad." (11)
- "Americans never really stop being American, no matter how long they're away. No American ever becomes an immigrant; she remains an expat. This is because American fundamentally

have no desire to cease being American, in the way immigrants seek, in some capacity, to lose themselves.” (11-2)

The Death and Life of the Great American School System by Diane Ravitch

Ravitch is an extremely credible source in that they have committed their life to understanding and improving the educational system in the United States. This novel went more in depth on specific policies than was necessary for my understanding, but overall allowed me to comprehend the basic failing of our lower education system in the United States in a way that makes reform in higher education even more necessary.

- Constant reform is necessary for a functional school system. Not in the way of fads or trends, but consistent, sound work towards improving and adapting our educational system. There is no perfect solution.
- “some of the nation’s largest foundations are promoting school reforms based on principles drawn from the corporate sector, without considering whether they are appropriate for educational institutions.” (4)
- “I began ‘seeing like a state,’ looking at schools and teachers and students from an altitude of 20,000 feet and seeing them as objects to be moved around by big ideas and great plans.” (10)
- “The lure of the market is the idea that freedom from government regulation is a solution all by itself. This is very appealing, especially when so many seemingly well-planned school reforms have failed to deliver on their promise. The new corporate reformers betray their weak comprehension of education by drawing false analogies between education and business. They think they can fix education by applying the principles of business, organization, management, law, and marketing and by developing a good data-collection system that provides the information necessary to incentivize the workforce—principals, teachers, and students – with appropriate rewards and sanctions.” (11)
- “No Child Left Behind - or NCLB – changed the nature of public schooling across the nation by making standardized test scores the primary measure of school quality. The rise or fall of test scores in reading and mathematics became the critical variable in judging students, teachers, principals, and schools. Missing from NCLB was any reference to what students should learn; this was left to each state to determine... Tests should follow the curriculum. They should be based on the curriculum. They should not replace it or precede it.” (15-6)
- “Knowledge and skills are both important, as is learning to think, debate, and question. A well-educated person has a well-furnished mind, shaped by reading and thinking about history, science, literature, the arts, and politics. The well-educated person has learned how to explain ideas and listen respectfully to others.” (Ravitch, 16)
- After an attempt to set curriculum standards for history courses on a federal level incited controversy, the task of setting these standards was allocated to each state. Nearly every state, in an attempt to avoid controversy, wrote extremely broad standards that didn’t really make any changes or provide schools with any actual information on how to educate their students. The Bush administration then put the Texas plan into action which basically stated that all

students must be tested and any schools that aren't producing students that perform adequately will be evaluated and punished. However, the task of creating these tests was once again left to the states who were operating based off of these standards that they didn't actually create.

- “Test-based accountability – not standards – became our national education policy. There was no underlying vision of what education should be or how one might improve schools.” (Ravitch, 21)
- “Where did education reform go wrong? Ask the question, and you’ll get different answers, depending on whom you ask. But all roads eventually lead back to a major report released in 1983 called *A Nation at Risk*. It is important to understand *A Nation at Risk* (ANAR), its role in the rise and fall of the standards movement, and its contrast with No Child Let Behind. ANAR encouraged states and the nation to craft genuine curriculum standards in many subjects; this movement foundered when the history standards came under attack. Consequently, education leaders retreated into the relative safety of standardized testing of basic skills, which was a poor substitute for a full-fledged program of curriculum and assessments. In the trade-off, our education system ended up with no curricular goals, low standards, and dumbed-down tests. *A Nation at Risk* was a response to the radical school reforms of the late 1960s and early 1970s... No one who lived in that time will forget the proliferation of experiments and movements in the nation’s schools... And then one day in 1975, the *New York Times* reported on its front page that scores on the SAT – the nation’s premier college entrance examination – had fallen steadily for over a decade. The College Board, which sponsors the SAT, appointed an august commission to consider the likely causes of the score decline... Significantly, the commission also concluded that changes in the schools’ practices had contributed to the steady slippage of SAT scores, especially in the verbal portion. Students were taking fewer academic courses and more fluffy electives... The SAT report was soon followed by doleful federal reports about the state of the nation’s schools, documenting falling enrollments in math and science and in foreign language study. Then in 1983 came *A Nation at Risk*, the all-time blockbuster of education reports. It was prepared by the National Commission on Excellence in Education, a group appointed by President Reagan’s secretary of education, Terrel Bell.... The report was an immediate sensation. Its conclusions were alarming, and its language was blunt to the point of being incendiary. It opened with the claim that ‘the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. What was unimaginable a generation ago has begun to occur – others are matching and surpassing our educational attainments.’ The nation, it warned, has ‘been committing an act of unthinking, unilateral educational disarmament.’ Beset by conflicting demands, our educational institutions ‘seem to have lost sight of the basic purposes of schooling, and of the high expectations and disciplined effort needed to attain them.’ In the years since *A Nation at Risk* was published, academics, educators, and pundits have debated whether the report was an accurate appraisal of academic standards or merely alarmist rhetoric by the Reagan administration, intended to undermine public education... *A Nation at Risk* was written in plain English, with just enough flair to capture the attention of the press. Its argument and recommendations made sense to nonspecialists. People who were not educators could

understand its message, which thoughtfully addressed the fundamental issues in education. The national news media featured stories about the ‘crisis in education.’ The report got what it wanted: the public’s attention. *A Nation at Risk* was notable for what it did not say. It did not echo Reagan’s [agenda]. It did not refer to market-based competition and choice among schools; it did not suggest restructuring schools or school systems. It said nothing about closing schools, privatization, state takeover of districts, or other heavy-handed forms of accountability. It referred only briefly, almost in passing, to testing. Instead, it addressed problems that were intrinsic to schooling, such as curriculum, graduation requirements, teacher preparation, and the quality of textbooks; it said nothing about governance or organization of school districts, because these were not seen as causes of low performance. Far from being a revolutionary document, the report was an impassioned plea to make our schools function better in their core mission as academic institutions and to make our education system live up to our nation’s ideals... What was truly at risk, it said, was the promise that ‘all, regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and spirit to the utmost.’ To that end, the report recommended stronger high school graduation requirements; higher standards for academic performance and student conduct; more time devoted to instruction and homework; and higher standards for entry into the teaching profession and better salaries for teachers... the primary cause of this inadequate academic performance, the commission said, was the steady erosion of the *content* of the curriculum... The commission did not just list the subjects to be studied; it succinctly defined the essential goals of each subject, without using jargon.”

- “In the half-dozen years after the release of *A Nation at Risk* in 1983, almost every state established a task force, study group, or commission to discuss school reform.”
- “The scholars recognized that school reform begins with determining what children should know and be able to do (the curriculum) and then proceeds to adjust other parts of the education system to support the goals of learning. This approach makes sense; it is what top-performing nations do”
- “School reform will continue to fail, Cohn warned, until we recognize that ‘there are no quick fixes or perfect educational theories. School reform is a slow, steady labor-intensive process’ that depends on ‘harnessing the talent of individuals instead of punishing them for noncompliance with bureaucratic mandates and destroying their initiative.’ He predicted that ‘ground-level solutions, such as high-quality leadership, staff collaboration, committed teachers, and clean and safe environments, have the best chance of success. These solutions are not easily quantified. They cannot be experimented on by researchers or mandated by the federal government.’... Cohn cited the work of sociologists Anthony Bryk and Barbara Schneider, who maintain in their study *Trust in Schools* that successful school reform depends on an atmosphere of trust. Trust ‘fosters a moral imperative to take on the hard work of school improvement.’ Trust, not coercion, is the necessary precondition for school reform.” (66)
- “No governance reform alone will solve all the problems of the schools. A poorly constructed governance system, as New York City had during the era of decentralization from 1969 to 2002,

can interfere with the provision of education. But absolute control by the mayor is not the answer, either.” (91)

- “on January 23, 2001... The president pledged that his focus ‘would be on making sure every child is educated’ and that ‘no child will be left behind-not one single child.’ No doubt everyone in the room agreed with that sentiment, though no one was quite certain how it would happen. The president described his principles: first, that every child should be tested every year in grades three through eight, using state test, not a national test; second, that decisions about how to reform schools would be made by the states, not by Washington; third, that low-performing schools would get help to improve; and fourth, that students stuck in persistently dangerous or failing schools would be able to transfer to other schools. These four principles, described in a concise 28-page document, eventually became the No Child Left Behind legislation” (94)
- “In retrospect, NCLB seems foreordained, because there were so many precedents for it in the states and in Congress in the previous decade. In the 1990s, elected officials of both parties came to accept as secular gospel the idea that testing and accountability would necessarily lead to better schools. Of course, testing was necessary to measure student academic performance and to determine whether it was moving forward, sliding backward, or standing still. At the time, few realized that the quality of the tests was crucial. Elected officials assumed the tests were good enough to do what they were supposed to do – measure student performance – and that a test is a test; they did not give much thought to such technical issues as validity or reliability. Everyone, it seemed, wanted ‘accountability.’ By accountability, elected officials meant that they wanted the schools to measure whether students were learning, and they wanted rewards or punishments for those responsible.” (95)
- “Choice was not working, they all agreed. The scholars presented persuasive evidence that only a tiny percentage of eligible students asked to transfer to better schools... Julian Betts of the University of California at San Diego questioned whether choice was even a successful strategy, because his own studies found that choice had little or no effect on student achievement.” (99)
- The tutoring program did not do as bad as choices but it was grossly under attended and under regulated
- “Adult interests were well served by NCLB. The law generated huge revenues for tutoring and testing services, which became a sizable industry. Companies that offered tutoring, tests, and test-prep materials were raking in billions of dollars annually from federal, state, and local governments, but the advantages to the nation’s students were not obvious” (102)
- “The most toxic flaw in NCLB was its legislative command that all students in every school must be proficient in reading and mathematics by 2014. By that magical date, every single student must achieve proficiency, including students with special needs, students whose native language is not English, students who are homeless and lacking in any societal advantage, and students who have every societal advantage but are not interested in their schoolwork. All will be proficient by 2014, or so the law mandates. And if they are not, then their school and teachers will suffer the consequences. The term ‘proficiency’ – which is the goal of the law – is not the same as ‘minimal literacy.’ The term proficiency’ has been used since the early 1990s by the

federal testing program, the National Assessment of Educational Progress, where it connotes a very high level of academic achievement. The federal assessment refers to four levels of achievement. The lowest is 'below basic,' which means a student who is unable to meet the standards for his or her grade. The next level is 'basic,' which means that a student has partially mastered the expectations for the grade. Then comes 'proficient,' indicating that a student has fully mastered the standards for the grade. And at the very top of the performance levels is 'advanced' which represents truly superior achievement. On the 2007 NAEP for fourth-grade reading, 33 percent of the nation's students were below basic; 34 percent were basic; 25 percent scored proficient; and 8 percent were advanced. In that same year, 28 percent of students in eighth grade were reading at the proficient level, and an additional 3 percent were advanced. Now in a nation where only one-third of students meet the federal standard for proficiency, we are expected to believe that fully 100 percent will meet that standard by 2014. It will not happen. Unless, that is, the term 'proficiency' is redefined to mean functional literacy, minimal literacy, or something akin to a low passing mark... Finn and Hess acknowledge that no educator believes this goal is attainable; they comparable to Congress declaring 'that every last molecule of water or air pollution would vanish by 2014, or that all American cities would be crime-free by that date... The consequence of mandating an unattainable goal, Finn and Hess say, is to undermine states that have been doing a reasonably good job of improving their schools and produce 'a compliance-driven regimen that recreates the very pathologies it was intended to solve.' It makes little sense to impose remedies that have never been effective and to assume that they will produce better than reasonably good results. But the most dangerous potential effect of the 2014 goal is that it is a timetable for the demolition of public education in the United States. The goal of 100 percent proficiency placed thousands of public schools at risk of being privatized, turned into charters, or closed" (102-4)

- "To date, there is no substantial body of evidence that demonstrates that low-performing schools can be turned around by any of the remedies prescribed in the law. Converting a 'failing' school to a charter school or handing it over to private management offers no certainty that the school will be transformed into a successful school." (104)
- "In the forward to the study, Chester E. Finn Jr. and Michael J. Petrilli concluded that 'the testing enterprise in unbelievably slipshod. It's not just that results vary, but that they vary almost randomly, erratically, from place to place and grade to grade and year to year in ways that have little or nothing to do with true differences in pupil achievement... The testing infrastructure on which so many school reform efforts rest, and in which so much confidence has been vested, is unreliable – at best.' And yet, despite the 'slipshod' nature of the tests, despite the random variability among them, despite the fact that they diverge dramatically in quality, the lives of the students, teachers, and principals – and the fate of the schools – are to be based on them." (Ravitch 107)
- "One of the unintended consequences of NCLB was the shrinkage of time available to teach anything other than reading and math. Other subjects, including history, science, the arts, geography, even recess, were curtailed in many schools. Reading and mathematics were the only subjects that counted in calculating a school's adequate yearly progress, and even in these

subjects, instruction gave way to intensive test preparation. Test scores became an obsession. Many school districts invested heavily in test-preparation materials and activities. Test-taking skills and strategies took precedence over knowledge.” (107)

- “As it happened, NCLB did not even bring about rapidly improving test scores. To the contrary, test score gains on the National Assessment of Educational Progress – the only national yardstick for this period – were modest or nonexistent in the four years after the adoption of the law... Similarly, the achievement gaps between black and white students narrowed more before the implementation of NCLB than in the year afterward” (109-10)
- “NCLB was a punitive law based on erroneous assumptions about how to improve schools. It assumed that reporting test scores to the public would be an effective lever for school reform. It assumed that changes in governance would lead to school improvement. It assumed that shaming schools that were unable to lift test scores every year – and the people who work in them – would lead to higher scores. It assumed that low scores are caused by teachers and lazy principals, who need to be threatened with the loss of their jobs. Perhaps most naively, it assumed that higher test scores on standardized tests of basic skills are synonymous with good education. Its assumptions were wrong. Testing is not a substitute for curriculum and instruction. Good education cannot be achieved by a strategy of testing children, shaming educators, and closing schools.” (110-1)
- “In their widely noted book, Chubb and Moe contended that public education was incapable of ever reforming itself, because the institution was ‘owned by vested interests, including ‘teachers’ unions and myriad associations of principals, school boards, superintendents, administrators, and professionals – not to mention education schools, book publishers, testing services, and many other beneficiaries of the institutional status quo.’ So long as the public schools were subject to democratic control, they argued, the interest groups would protect the status quo, and the schools could never be fundamentally changed. Poor academic performance was ‘one of the prices Americans pay for choosing to exercise direct democratic control over their schools.’ The only way to bring about fundamental change in schooling, they asserted, was through a system of school choice. School choice would make it possible to break the iron grip of the adult interest groups, unleash the positive power of competition, and achieve academic excellence” (118)
- “In the 1990s, three versions of school choice emerged: voucher schools, privately managed schools, and charter schools. All of these schools receive public funds to educate students but are not regular public schools and are not run by a government agency” (121)
- “Shanker steadfastly insisted that the biggest problem in American education was the absence of a clear national consensus about the mission of the schools.” (Ravitch 124)
- “Charter schools came closer to the ideal set forth by Chubb and Moe than to the one proposed by Shanker. He had wanted charter schools started by teachers to concentrate on solving the problems of low-achieving, unmotivated students. But it soon became clear that charter schools could be started by anyone who could persuade the state or a state-approved agency to grant them a charter. Charters were opened by social service agencies, universities, teachers, parents, philanthropists, hedge-fund managers, for-profit firms, charter-management organizations,

community groups, and other groups and individuals. Depending on the state, they might include public schools that converted to charter status, religious schools that removed the religious symbols, or tuition-charged private schools that decided to become tax-supported public charters. Some charters had efficient management teams that ran first-rate schools, but others were operated by minimally competent providers who collected public money while offering bare-bones education to gullible students. And a few were opened by get-rich-quick schemers who saw easy pickings. The advocates of choice – whether vouchers or charters – predicted that choice would transform American education. They were certain that choice would produce higher achievement. They based their case for choice on the failing of the public schools, pointing to low test scores, low graduation rates, and the achievement gap between children of different racial groups. They invoked the clarion call of *A Nation at Risk* as proof that America’s schools were caught in a downward spiral; only choice, they argued, could reverse the ‘rising tide of mediocrity,’ though the report itself never made that claim. They were confident that when schools compete, all students gain. Parents would surely vote with their feet for the good schools. Good schools would thrive, while bad schools would close. Some advocates believed that choice was indeed a panacea. Having chosen their schools, students would get a superior education, and the regular public schools would improve because of the competition. The basic strategy was the market model, which relied on two related assumptions: belief in the power of competition and belief in the value of deregulation. The market model worked in business, said the advocates, where competition led to better products, lower prices, and leaner bureaucracies, so it would undoubtedly work in education as well.” (126-7)

- “There was an undeniable appeal to the values associated with choice: freedom, personal empowerment, deregulation, the ability to chart one’s own course. All of those values appealed to me and many others. The anti-choice side was saddled with defending regulation, bureaucracy, and poor academic results. How much easier it was to promise (and hope for) the accomplishments, successes, and rewards that had not yet been achieved and could not yet be demonstrated, but were surely out there on the other side of the mountain.” (128)
- “The theory of the charter movement is that competition with the regular public schools will lead to improvements in both sectors, and that choice is a rising tide that lifts all boats. But in reality, the regular public schools are at a huge disadvantage in competition with charter schools. It is not only because charter schools many attract the most motivated students, may discharge laggards, and may enforce a tough disciplinary code, but also because the charters often get additional financial resources from their corporate sponsors, enabling them to offer smaller classes, after-school and enrichment activities, and laptop computers for every student. Many charter schools enforce discipline codes that would likely be challenged in court if they were adopted in regular public schools; and because charter schools are schools of choice, they find it easier to avoid, eliminate, or counsel out low-performing and disruptive students. Yet, even with their advantages, charter schools – like all new schools – face daunting challenges. Reformers declare their intention to open new schools as though this would solve the problems of low-performing schools. But new schools cannot be mass-produced or turned out with a cookie-cutter design. Opening a new school is difficult... Getting a new school up and running

may take as many as five years. Some will succeed, some will be no different from the schools they replaced, and others will fail.” (136-7)

- “A summary of research on charter schools by Tome Loveless and Katharyn Field of the Brookings Institution in 2009 found, as one might expect, a large divide between advocates and critics of these schools. Some researchers found positive effects, some found negative effects, but on the whole ‘none of the studies detects huge effects – either positive or negative.’ Their review also indicated that charters probably promoted racial segregation, since parents chose schools ‘with a racial profile matching their own.’ The authors predicted that the real debate about charter schools was ideological and would not easily be resolved... Buoyed by hope and the endorsement of important political figures, enthusiasm for charters schools far outstripped research evidence for their efficacy, as scholars Buckley and Schneider noted. They predicted that the demand for ‘evidence-based reform’ was on a collision course with the demand for more charters schools. While they saw cause for optimism in some charters, they concluded that the push for charters was ‘characterized by too many promises that are only, at best, weakly supported by evidence... even the most basic descriptions of charter schools are often infused with hype. In turn, the creation of charter schools has become more than a reform; it has become a *movement*.’” (143)
- “In their current manifestation, charters are supposed to disseminate the free-market model of competition and choice. Now charters compete for the most successful students in the poorest communities, or they accept all applicants and push the low performers back into the public school system. Either approach further disables regular public schools in those communities by leaving the lowest-performing and least motivated students to the regular public schools. It matters not that the original proponents of charter schools had different goals. It does matter, though, that charter schools have become in many communities a force intended to disrupt the traditional notion of public schooling.” (146)
- “If there is one consistent lesson that one gleans by studying school reform over the past century, it is the danger of taking a good idea and expanding it rapidly, spreading it thin. What is stunningly successful in a small setting, nurtured by its founders and brought to life by a cadre of passionate teachers, seldom survives the transition when it is turned into a large-scale reform. Whether charter schools are a sustainable reform, whether they can proliferate and at the same time produce good results, is a question yet to be resolved. Whether there is the will to close low-performing charters remains to be seen. Whether there is an adequate supply of teachers who are willing to work fifty-hour weeks is unknown. The biggest unknown is how the multiplication of charters schools will affect public education.” (Ravitch 147)
- “The anti-testing forces lashed out against the wrong target. Testing was not the problem. Tests can be designed and used well or badly. The problem was the misuse of testing for high-stakes purposes, the belief that tests could identify with certainty which students should be held back, which teachers and principals should be fired or rewarded, and which schools should be closed – and the idea that these changes would inevitably produce better education. Policy decisions that were momentous for students and educators came down from elected officials who did not understand the limitations of testing.” (Ravitch 150)

- “Tests have been a fixture in American education since the early decades of the twentieth century, when they were used to make decisions about matters such as promotion to the next grade, graduation, and college admissions... Educational tests began to change in the 1920s, in response to new developments in the technology of testing. During World War I, the nation’s leading psychologists designed intelligence tests to help the army sort recruits into their roles as officers or enlisted men. These new test, the psychologists believed, were scientific and objective, in contrast to the tests written by school districts and teachers. The psychologists criticized tests with written answers, because their grading was necessarily subjective. Educators became persuaded that the new standardized, multiple-choice tests were the leading edge of scientific efficiency. The schools began to use them to classify students according to their ability. And the new tests had another advantage: They could be scored quickly and cheaply, often by machines, an important consideration at a time when enrollments were growing rapidly” (Ravitch 151)
- “Testing experts frequently remind school officials that standardized test scores should be used not in isolation to make consequential decisions about students, but only in conjunction with other measures of student performance, such as grades, class participation, homework, and teachers’ recommendations. Testing experts also warn that test scores should be used only for the purpose for which the test was designed: For example, a fifth-grade reading test measures fifth-grade reading skills and cannot reliably serve as a measure of the teacher’s skill. Testing experts know that tests have their limitations, and the testing companies themselves have publicly stated that the results of their exams should never be used as the sole metric by which important decisions are made.” (Ravitch 152-3)
- “Psychometricians are less enthusiastic than elected officials about using tests to make consequential judgments, because they know that test scores may vary in unpredictable ways. Year-to-year changes in test scores for individuals or entire classes may be due to random variation. Student performance may be affected by the weather, the student’s state of mind, distractions outside the classroom, or conditions inside the classroom. Tests may also become invalid if too much time is spent preparing students to take them.” (153)
- “The pressure to increase test scores is likely to produce higher scores, whether by coaching or cheating or manipulating the pool of test takers. As long as the state or district superintendent continues to report good news about student performance, the public seems satisfied, and the media usually sees no reason to investigate whether the gains are real. State and local leaders want to claim credit for improvement, rather than determine whether the improvement was meaningful.” (161)
- “One problem with test-based accountability, as currently defined and used, is that it removes all responsibility from students and their families for the students’ academic performance. NCLB neglected to acknowledge that students share in the responsibility for their academic performance and that they are not merely passive recipients of their teachers’ influence. Nowhere in the federal accountability scheme are there measures or indications of students’ diligence, effort, and motivation... Similarly, the authors of the law forgot that parents are primarily responsible for their children’s behavior and attitudes. It is families that do or do not

ensure that their children attend school regularly, that they are in good health, that they do their homework, and that they are encouraged to read and learn. But in the eyes of the law, the responsibility of the family disappears.” (162-3)

- “Accountability as we know it now is not helping our schools. Its measures are too narrow and imprecise, and its consequences too severe... A good accountability system must include professional judgment, not simply a test score, and other measures of students’ achievement, such as grades, teachers’ evaluation, student work, attendance, and graduation rates. It should also report what the school and district are providing in terms of resources, class sizes, space, well-educated teachers, and a well-rounded curriculum. Furthermore, a good accountability system might include an external inspection of schools by trained observers to evaluate their quality on a regular schedule though not necessarily every single year” (163)
- “The goal of accountability should be to support and improve schools, not the heedless destruction of careers, reputations, lives, communities, and institutions. The decision to close a school is a death sentence for an institution; it should be recognized as a worst-case scenario. The abject failure of a school represents the failure of those in charge of the district, not just the people who work in the school.” (165-6)
- “Tests are necessary and helpful. But tests must be supplemented by human judgment. When we define what matters in education only by what we can measure, we are in serious trouble. When that happens, we tend to forget that schools are responsible for shaping character, developing sound minds in healthy bodies, and forming citizens for our democracy, not just for teaching basic skills. We even forget to reflect on what we mean when we speak of a good education. Surely we have more in mind than just bare literacy and numeracy. And when we use the results of tests, with all their limitations, as a routine means to fire educators, hand out bonuses, and close schools, then we distort the purpose of schooling altogether.” (166-7)
- “Data-driven education leaders say that academic performance lags because we don’t have enough ‘effective’ teachers, the ones whose students consistently improve their standardized test scores. The major obstacle to getting enough effective teachers and getting rid of ineffective teachers, they say, is the teachers’ unions. Union contracts provide job security that prevents administrators from hiring and firing teachers at will. If there were no unions, no union contracts, and no tenure, then superintendents could get rid of bad teachers and hire only effective teachers. Without the union, teachers’ salaries would be based on the test scores of their students, rather than on their seniority and credentials. According to theory, the higher compensation would attract outstanding teachers – the kind whose students will get higher scores – to the nation’s classrooms. So long as the unions insist on a uniform salary scale that gives equal rewards to effective teachers and mediocre teachers, then outstanding teachers will leave teaching and outstanding college graduates will never enter the profession. The answer to the problem of ineffective teachers, or so goes the argument is to eliminate the teachers’ unions or at least render them toothless, then fire the teachers whose students get low scores.” (171)
- “No one, to my knowledge, has demonstrated a clear, indisputable correlation between teacher unionism and academic achievement, either negative or positive. The Southern states, where teachers’ unions have historically been either weak or nonexistent, have always had the poorest

student performance on national examinations. Massachusetts, the state with the highest academic performance, has long had strong teacher unions. The difference in performance is probably due to economics, not to unionization... Some of the top-performing nations in the world are highly unionized, others are not... Unionization per se does not cause high student achievement, nor does it cause low achievement” (175)

- “As we expand the rewards and compensation for teachers who boost scores in basic skills, will we honor those teachers who awaken in their students a passionate interest in history, science, the arts, literature, and foreign language? If we fail to attract and retain teachers [that inspire students in unmeasurable ways], will we produce a better-educated citizenry? Will our schools encourage the innovative thinkers who advance society? It’s not likely.” (194)
- “Each of the venture philanthropies began with different emphases, but over time they converged in support of reform strategies that mirrored their own experience in acquiring huge fortunes, such as competition, choice, deregulation, incentives, and other market-based approaches. These were not familiar concepts in the world of education, where high value is placed on collaboration. The venture philanthropies used their funds assertively to promote their goals. Not many school districts could resist their offers... the offer of a multimillion-dollar grant by a foundation is enough to cause most superintendents and school boards to drop everything and reorder their priorities. And so it happened that Gates, Walton, and the Broad foundations came to exercise vast influence over American education because of their strategic investments in school reform. As their policy goals converged in the first decade of the twenty-first century, these foundations set the policy agenda not only for school districts, but also for states and even the U.S. Department of Education” (200)
- “There is something fundamentally antidemocratic about relinquishing control of the public education policy agenda to private foundations run by society’s wealthiest people; when the wealthiest of these foundations are joined in common purpose, they represent an unusually powerful force that is beyond the reach of democratic institutions. The foundations, no matter how worthy and high-minded, are after all, not public agencies. They are not subject to public oversight and review, as a public agency would be... If their plans fail, no sanctions are levied against them. They are bastions of unaccountable power.” (200-1)
- “Business leaders like the idea of turning the schools into a marketplace where the consumer is king. But the problem with the marketplace is that it dissolves communities and replaces them with consumers. Going to school is not the same thing as going shopping... The market is not the best way to deliver public services. Just as every neighborhood should have a reliable fire station, every neighborhood should have a good public school.” (Ravitch 221)
- “the alarming gaps in Americans’ knowledge and understanding of political issues, scientific phenomena, historical events, literary allusions, and almost everything else one needs to know to make sense of the world. Without knowledge and understanding, one tends to become a passive spectator rather than an active participant in the great decisions of our time.” (Ravitch 223)
- “For the past century or more, education reformers have tried out their ideas in the schools. A wide variety of reformers and reform movements have offered their own diagnoses and cures...

This constant reform churn is not the approach typically found in countries with successful schools.... A list of the essential ingredients of a successful education system: ‘a strong curriculum; experienced teachers; effective instruction; willing students; adequate resources; and a community that values education’” (224)

- “Without a comprehensive liberal arts education, our students will not be prepared for the responsibilities of citizenship in a democracy, nor will they be equipped to make decisions based on knowledge, thoughtful debate, and reason.” (Ravitch 226)
- “What is tested may ultimately be less important than what is untested, such as a student’s ability to seek alternative explanations, to raise questions, to pursue knowledge on his own, and to think differently. If we do not treasure our individualists, we will lose the spirit of innovation, inquiry, imagination, and dissent that has contributed powerfully to the success of our society” (226)
- “Having a curriculum is not a silver bullet. It does not solve all our educational problems. But not having a curriculum indicates our unwillingness or inability to define what we are trying to accomplish.” (231)

Unraveling the myth of meritocracy within the context of US higher education by Amy Liu

This article was extremely useful for me in that it investigated one aspect of the question “what is the role of higher education in the US?” it answered the question of how universities contribute to the meritocracy. It does this, not through generalizations, but through a thorough investigation of what a meritocracy means and how it behaves.

- “In a meritocracy, social status becomes increasingly dependent upon an individual’s level of education. As Bell noted, colleges and universities that once reflected the status system of society are now the ‘gatekeepers of class position and access to them determines the future stratification of society.’” (384)
- “In his seminal 1958 book *The Rise of the Meritocracy*, Michael Young introduced the word ‘meritocracy’ into the public lexicon. In the book, meritocracy is a pejorative term used to describe a social system that develops based on intelligence testing and educational attainment. In today’s vernacular, meritocracy is often referenced as a positive concept that should be aspired to in various aspects of society” (385)
- “For a clearer understanding, we also need to consider the basic root of meritocracy. The fundamental idea is that status in society is determined by merit, but what exactly is ‘merit’? The etymology of merit indicates it is a neutral term worthy of good or bad, praise or punishment. Merit is intangible, an abstract quality that can only be defined and determined contextually... Despite the lack of a concrete definition, in a meritocracy there is generally a positive connotation of merit as something good, something that should be rewarded in a good way. Merit is perhaps most often generally associated with talent, skill, intelligence, ability, and effort” (385)
- “opinions of merit can be rather divisive when the focus concerns access to scarce social resources, such as entry to highly selective collegiate institutions... Depending on a particular institution’s needs and priorities, conceptions of merit may vary.” (385)

- “Baez notes that merit is ‘an institutional construct and that it does not – indeed, it cannot – exist outside the institutions that use it’. Karabel contends that battles over merit reflect larger struggles amongst status-groups. He suggests that the definition of merit ‘always bears the imprint of the distribution of power in the larger society’. Hence, it is not surprising that admissions policies become such politicized points of contention.” (386)
- “With all the emphasis on merit, however, it is not surprising that the focus on the suffix of the word has virtually disappeared. According to Lemann, the original idea of an American meritocracy was to create elite class of civil servants to administer and govern our modern bureaucratic state... Over time, however, the ‘-ocracy’ aspect of meritoriously selected public servants for civil and government service ‘evolved into a more general way of distributing opportunity to millions of people, fitting them into places in a highly tracked university system that leads to jobs and professions’. The idea of meritocracy as a form of governance has seemingly yielded to a structure of distribution, perhaps breeding a greater sense of entitlement among those who believe they have earned whatever rewards they have come to possess. The second dimension to consider concerns the notion that rewards should be given in relation to merit. Such a principle, dating back to Aristotle, is possibly the earliest theory of distributive justice” (386-7)
- “Conrad provides a set of principles for what he considers the essence of a meritocracy:
 - Merit should be the sole determinant of an unequal share.
 - The test of merit should be individual talent.
 - The most talented should receive a greater share of society’s rewards than the less talented.
 - Everyone should have an equal chance to display his talent or lack thereof (equality of opportunity).
 - Social inequality (deference, income, class standing) is just when it is the outcome of the previously stated principles” (387)
- “Beyond the factor of merit, Sen argues it is essential that the distribution of social benefits also take into account principles of equality and justice. In simple terms, meritocracy places primary importance on merit and talent, but at its core, meritocracy is also a reward schedule with larger social ramifications. Philosophers reasoning the morality of distributive justice offer contrasting ideas about what one ‘deserves’ or is ‘entitled to.’ Sandel parses the competing views of John Rawls and Robert Nozick; highlighting Rawls’ difference principle and Nozick’s entitlement theory. In essence, Rawls holds a more egalitarian perspective of distribute justice, defending social and economic inequalities only when they are to the benefit of society’s most disadvantaged members... Nozick, instead, embraces a more libertarian stand, contending that any resulting reward differentials are acceptable, independent of others’ situations. These are pertinent deliberations to consider with regard to the role that social institutions, such as colleges and universities, occupy in a meritocracy.” (387-8)
- “Stevens’ in-depth examination of admissions at one elite college... The process can be likened to a continuum that moves from ‘coarse sorts,’ such as systematic preferences based upon organizational interests, to ‘fine distinctions’ wherein admissions officers engage in highly

individualized considerations of applicants. In order to achieve the latter, the officers are drawn into what Stevens calls 'evaluative storytelling' as a means of distinguishing students from one another... Though admissions personnel do not perform their responsibilities without the best of intentions in relation to the institution or to the student, Stevens argues that 'individualized consideration does little to mitigate class privilege, and, indeed, exaggerates it'. Such a contention would seem to challenge equality of opportunity, which is a central tenet of meritocracy." (388-9)

- "The third dimension examines an underlying imperative in a system of distribution based on merit – equality of opportunity... In the equality of opportunity discourse, one line of reasoning is what Sandel and Roemer deem 'natural liberty' or the 'nondiscrimination view,' respectively. The idea is that if anyone who has the relevant qualifications is allowed to participate, then everyone has an equal opportunity to compete for rewards. Another perspective suggests a need to level the playing field, allowing for 'pervasive social provision to correct for all manner of disadvantage'. Sandel views this as 'liberal equality,' wherein the goal is to achieve a "fair meritocracy," in which social and cultural inequalities are mitigated by equal educational opportunities, certain redistributive policies, and other social reforms'. Norman reminds us that equality of opportunity is essentially an 'equal opportunity to be unequal'. Indeed, a meritocracy is not generally understood to be strictly egalitarian as it tends to be driven by an unequal distribution of rewards." (389)
- "a number of issues concerning access to higher education reveal the inconsistencies of what exactly equal opportunity entails. In the US, this is perhaps more salient with regard to competition for admission to the colleges and universities that reside at the upper strata of the institutional hierarchy. Two key questions inform the discussion: Was there equality of opportunity for achieving the relevant qualifications for admissions? Once eligibility is established, does equality of opportunity continue as the competition ensues? The first question underscores the weakness of the natural liberty perspective that possession of relevant qualifications is sufficient for establishing an equal opportunity to compete for rewards. Research investigating college access identifies multiple factors... that can foster or deter the acquisition of necessary qualifications. These findings demonstrate that inequitable environments abound and cannot easily be remedied... equality of opportunity is again challenged once eligibility is established and the contest for admissions rewards ensues... a whole industry has developed that persists in undermining equality of opportunity. An entrepreneurial admissions sector comprised of commercial enterprises aimed at helping students increase their odds of admission exists to capitalize on the inevitably unequal distribution of limited spaces. Students seeking to leverage their own opportunities in order to gain an edge over their peers often procure two of the sector's main activities: standardized test preparation and private college counseling... It seems that while equality of opportunity is generally a strong basis for the widespread acceptance of meritocracy as a valued system, it appears to be an elusive principle in the pursuit of higher education." (390)
- "a final dimension of meritocracy to consider is how higher education might serve as the mechanism for providing an equal opportunity for social mobility. According to Moore, a

meritocratic system allows people to ‘achieve social status by virtue of their actual abilities and contributions rather than having it merely “ascribed” by accident of birth’... Husen states that in an open society, ‘the individual is the prime mover, and should be free to move ahead and to realize his potentialities as much as he desires’. The opportunity for social mobility can be a powerful motivator for success... Aptitude and talent will undoubtedly vary and not everyone will be capable of climbing the social ladder, but assuming that higher education is a means by which meritorious traits can be cultivated or signaled, one’s success in life is ostensibly limitless.” (391)

- “Although meritocracy enables social mobility, it also upholds the status quo of a stratified society. Bell writes, ‘In social fact, the meritocracy is thus the displacement of one principle of stratification by another, of achievement for ascription’. Husen notes more specifically that ‘educated ability is the democratic substitution for inherited status and wealth’. Meritocracy does not aim to create a classless society, but it legitimizes the given hierarchical structure and empowers people to be socially re-classified... In this case, higher education can be viewed as concurrently promoting social mobility and legitimizing stratification... If we acknowledge the proposition that stratification can be a means of maintaining societal stability and that social inequality is an unavoidable consequence of a complex society, then the argument is that it is more acceptable for educational merit to be the arbiter of social status and to serve as an enabler for social mobility.” (391)
- “Generally, for all community colleges in the US, the transfer potential has been touted for its goals of access, equal opportunity, and mobility. However, research has shown that this tier of higher education can have the effect of stifling and diverting educational aspirations... [and] as a college degree becomes the norm, the traditional four-year degree also becomes a mere pathway for continued educational mobility. Studies show that college quality and college major can impact the level of earnings as well as the pursuit of graduate education... Bell suggests that a meritocracy predicated on educational attainment creates ‘a “credentials society” in which certification of achievement – through college degree, the professional examination, the license – becomes a condition of higher employment’. Collins view credentials form an inflationary perspective and states that ‘most degrees have little substantive value in themselves; they are bureaucratic markers channeling access to the point at which they are cashed in, and guaranteeing nothing about their value at the point at which they are cashed’. He goes on to suggest that credentialism is supply-driven given that rising educational requirements are not a consequence of increasing functional job requirements... in a meritocracy, credentials may not be an equitable signifier of achievement.” (392)
- “Karabel argues that a prominent reason for the symbiosis of meritocracy and higher education is because ‘the legitimacy of the American social order depended in good part on the public’s confidence that the pathways to success provided by the nation’s leading universities were open to individuals from all walks of life’. However, such optimism is misguided as he demonstrates that access to these institutions has been enshrouded in a history of battles between status-groups.” (393)

- “The rhetoric of meritocracy can be persuasive and it holds much allure, but it is also a myth that serves to detract from the work of social justice. McNamee and Miller suggest that American higher education ‘is not governed by strict principles of meritocracy, but instead, reflects, legitimizes, and reproduces class inequalities’. Criticisms concerning preferences for children of alumni or powerful and wealthy donors diminish the perception that institutions are meritocratic. Early admissions policies that disproportionately ‘advantage the already advantaged’ also serve to undermine the ideals of meritocracy. Even programs that have been implemented to mitigate social disadvantages and foster liberal equality, such as affirmative action, can be spun in ways that suggest the policy is either antithetical or imperative to meritocracy... Indeed, the politics of admissions, especially for scarce spaces, yields many passionate points of view. A commitment to social justice therefore requires that we carefully consider all the underlying facets of meritocracy, including the definition of merit, distributive justice, equal opportunity, and social mobility.” (393)
- “Young’s dystopic vision of a meritocratic society stemmed from his belief that widespread acceptance of meritocracy would extinguish the cause of social justice. Meritocracy is a justification for inequality, which did not sit well with Young’s egalitarian views... In [a] 2001 article, the late Young claimed that... the meritorious become so self-assured as to ‘actually believe they have morality on their side.’ The others are left ‘morally naked’ having been judged as not having merit and having been ‘looked down on so woundingly by people who have done well for themselves.’ Left without a voice, they become ‘disengaged’ and ‘disaffected’ citizens. General inequality becomes more ‘grievous,’ yet accepted as time progresses and the cause of social justice dwindles. This may sound extreme, but if our recent history of lower taxes for the wealthy, widening income inequality, and skyrocketing salaries and bonuses for top corporate executives despite their gross abuses of power are potential indications of meritocracy run amok, then Young’s views are perhaps not quite so polemic” (393-4)
- “One of the strongest arguments for meritocracy is that it subverts factors of heredity and substitutes achievement for ascription. This proposition is an overreaching one as Bell so simply notes, ‘There can never be a pure meritocracy because, invariably, high-status parents will seek to pass on their positions either through the use of influence or simply by the cultural advantages their children would possess. Thus, after one generation a meritocracy simply becomes an enclaved class’.” (394)

The Fall of the Meritocracy by Toby Young

This article was really only interesting because it was written by the son of the man who coined the term and I believe that may have been part of the reason that this is considered a credible source. Some of his contrasting arguments about why meritocracy is positive and inevitable are reasonable, other sound like conspiracy theories. Still, it is important to collect perspectives that differ from my own.

- “The term ‘meritocracy’ has now entered the language, and while its meaning hasn’t changed... it has come to be seen as something good rather than bad. The debate about grammar schools rumbles on in Britain, but their opponents no longer argue that a society in which status is determined by merit is undesirable. Rather, they embrace this principle and claim that a

universal comprehensive system will lead to higher levels of social mobility than a system that allows some schools to ‘cream skim’ the most intelligent children at the age of eleven.” (9)

- “I think the answer is more meritocracy. I approve of meritocracy for the same reason my father disapproved of it, because it helps to secure people’s consent to the inequalities that are the inevitable consequence of limited government. It does this by (a) allocating wealth and prestige in a way that *appears* to be fair; and (b) creating opportunities for those born on the wrong side of the tracks, so if you start with very little that doesn’t mean you’ll end up with very little, or that your children will. If you think a free society is preferable to one dominated by the state, and the unequal distribution of wealth is an inevitable consequence of reining in state power, then you should embrace the principle of meritocracy for making limited government sustainable.” (Young 10)
- “However, there’s a problem here – let’s call it the challenge posed by behavioral genetics – which is that cognitive ability and other characteristics that lead to success, such as conscientiousness, impulse control and willingness to defer gratification, are between 40 per cent and 80 per cent heritable. I know that many people will be reluctant to accept that, but the evidence ... is pretty overwhelming... The implication is that a society in which status is allocated according to merit isn’t much fairer than one in which it’s inherited – or, rather, it is partly inherited, but via parental DNA rather than tax-efficient trusts. This is an argument against meritocracy made by John Rawls in *A Theory of Justice* (1971): You’ve done nothing to deserve the talents you’re born with – they’re distributed according to a ‘natural lotter’ – so you don’t deserve what flows from them.” (10)
- “Great wealth doesn’t simply ‘flow’ from an abundance of natural gifts. A considerable amount of effort is also involved, and the rewarding of that effort does *seem* fair, even if some people are born with stronger willpower and a greater aptitude for hard work than others. Nevertheless, there’s a ‘gearing’ difficulty – because some people are more gifted than others, the same amount of effort will reap different rewards, depending on their natural endowments.” (11)
- “A person may not *deserve* his or her wealth in a meritocratic society, but that doesn’t mean they’re not *entitled* to it. That’s a separate question that turns on how it was accumulated... provided a person’s acquisition of wealth hasn’t involved violating anyone else’s rights, they’re entitled to keep it and bequeath it to their children.” (11)
- “Putting aside the issue about whether a meritocratic society is an fairer than the one we live in at the present – or fairer than an aristocratic society – it’s hard to argue that it isn’t more efficient.” (11)
- “Herrnstein first put forward this idea – that the cognitive elite was becoming a hereditary elite... His argument can be summed up in a syllogism: If differences in mental abilities are inherited, and if success requires those abilities, and if earnings and prestige depend on success, then social standing will be based to some extent on inherited differences among people: ‘Greater wealth, health, freedom, fairness, and educational opportunity are not going to give us the egalitarian society of our philosophical heritage. It will instead give us a society sharply graduated, with ever greater innate separation between the top and the bottom, and ever more

uniformity within families as far as inherited abilities are concerned. Naturally, we find this vista appalling, for we have been raised to think of social equality as our goal. The vista reminds us of the world we had hoped to leave behind – aristocracies, privileged classes, unfair advantages and disadvantages of birth... By removing arbitrary barriers between classes, society has encouraged the creation of biological barriers.” (13)

- “David Willitts... believes the rise in assortative mating among university graduates help explain the apparent fall in intergenerational mobility in Britain since the mid-twentieth century... ‘If advantage marries advantage then we must not be surprised if social mobility suffers... increasing equality between sexes has meant increasing inequality between social classes. Feminism has trumped egalitarianism.’” (14)
- “The evidence suggests that at present the correlation between IQ and educational outcomes is weaker for children from disadvantaged backgrounds than for their peers, with environmental factors playing a bigger part” (14)

Is meritocracy fair? A qualitative case study of admissions at the University of Oxford by Rebekah N. Nahai ((<< employed by Oxford))

This is an important look at how universities serve as a pedal stool on which social anxieties are played out. It is also significant that it is written by an employee of Oxford and is simultaneously extremely critical of Oxford. Oxford and Cambridge hold a special place among British universities that I do not believe has an exact parallel in America, but recent racist and sexist events at Harvard and Yale gaining huge amounts of media attention certainly shows that we keep a similar watchful eye on our most prestigious universities.

- “the regular public criticism of elite admissions and demands for stronger public accountability suggest that many stakeholders do not believe that elite admissions are meritocratic, but are rather predicated on principles that favour the socially privileged. For instance, former UK universities secretary John Denham has criticized the University of Oxford’s Chancellor for having outmoded views and seeking to preserve the University for the social elite... Each year around admissions season, one can anticipate the usual crop of commentaries in British newspapers, disparaging the universities of Oxford and Cambridge for socially-biased admissions practices;... the traditional furore about the number of white, upper-class, privately educated, male students who get into Oxford” (681-2)
- “the country’s two oldest, most selective and most highly-ranked universities, Oxford and Cambridge... have become symbolic institutions within the UK university sector as, within their figurative four walls, tensions between traditional social organization and contemporary social egalitarianism are publicly played out... This is increasingly the case in the context of the ‘massification’ of higher education, and as universities take on a central role in a knowledge-dependent society” (682)
- “Since its rise in the postwar era, the meritocratic approach to selecting individuals for sought-after positions has become so embedded in the opportunity structure of Anglo-American societies that it has become, in the public mind, synonymous with fairness. Yet, fairness – whether operationalized through meritocratic principles or quota systems, affirmative action or

other means – is impossible to achieve fully in the face of entrenched structural inequalities in the broader social and economic environment. Further, depending on the political motives of those formulating its definition, fairness-ass-meritocracy might feasible result in distinct injustice.” (682-3)

- “It is within this context that elite universities, proffering a limited number of places for which an overabundance of qualified candidates compete every year, act as one of the most public arenas in which meritocratic selection is put to the test... as Carey writes, ‘[c]ollege admissions season is a time of myth ... [allowing] us to indulge our cherished notions of meritocracy.’” (683)
- “the stakeholders shaping the fair admissions conversation – government, the media, th public and the academy itself – continue to convey about what exactly meritocracy is, and thus about whether admissions are fair... The difficulty of defining the concept can be partly explained by its inherent entanglement with political philosophy: its ‘right’ definition rests on the answers to questions about society that may be well worth asking but that are not, in any absolute sense, resolvable... merit, on whose elaboration a meritocracy depends in order to function, is contingent on our notions of a good society. In mass democratic societies, the legitimacy accorded to competing claims of what is good results in ongoing disagreement over merit’s precise content, as well as its appropriate weight relative to other normative social concerns.” (683-4)
- “it is this cautious attempt to blend outcomes-focus with process-focus, or social justice with meritocracy, that characterizes the ‘nouveau meritocracy’ in admissions. However, this lumping together of admissions aims is unsatisfactory for a number of reasons. It is not only that meritocracy, in order to be operational, requires precise definition of the factors on which it is contingent...this approach confounds the real issue: that the nature of the discussion about meritocracy today, with its focus on equity and justice, has moved so far beyond the concept’s basic principles that we may no longer be talking about meritocracy at all.” (685)
- “ ‘Objectively, it’s meritocratic in the sense that the candidates who get in deserve to because they tick all the boxes next to our admissions criteria.’ ” (692)
- “ ‘I actually believe that diversity in admissions is a relevant academic criterion... If all of the students we admit to this college come from the same kind of background, then you’re going to get a narrow-minded group think, which in my subject in particular is highly undesirable. Or as I sometimes put it, I quite like the idea of admitting a few people who know what a factory looks like. Perhaps ideally from the inside.’ ” (694)
- “while it is government that ought to lay the foundations for a more equal society, elite universities remain an important part of society’s opportunity structure, symbolically and practically... more can be done. Throughout their histories, elite universities have changed their conceptions of what makes applicants meritorious, often explicitly to fulfil political or financial objectives. Each notable change has enhanced the applications of certain social groups while disadvantaging those of others... Carefully engineering eligibility and entry criteria, and applying these systematically, can encourage significant gains for the equity cause. Crucially... it is possible to do this in a way that maintains academic quality. Such an approach might be called ‘outcomes-based meritocracy for the way it systematically and fundamentally attempts to

combine meritocracy and social democracy... Outcomes-based meritocracy... is characterized by a strong focus on uniting excellence with equity from the point of laying the admissions groundwork on through each stage of the admissions process.” (696-7)

- “each UC campus has a mandate to draw from throughout the state and to seek an undergraduate student body that ‘reflects’ the ethnic, racial and socio-economic composition of the state’s high school graduating class’. While this is nearly impossible to achieve in practice, the explicit goal cultivates conscientiousness at a systemic level.” (697)
- “The idea, in other words, is that the highest-achieving students at an under-performing school that sends few to no students to Oxbridge are possible more impressive, and would probably develop further given improved resources, than many of the 70-odd students that Eton College, one of Britain’s most prestigious schools, sends annually to Oxford and Cambridge. This is potentially the case even if the Etonians’ marks are better and their Oxbridge interview performances more persuasive than those of other students. Heginbotham, who provides an excellent treatment of this concept, advocates substantively focusing on, beyond a benchmark level of achievement, applicants’ ‘distance travelled’.” (698)

Democracy, Meritocracy and the Uses of Education by Aundra Saa Meroe

Another extremely relevant article for my topic, this extends the discussion of higher education in America past meritocracy to democracy, and then discusses the relationship between democracy and meritocracy. This was certainly one of the most useful articles I read and one that I will be sharing with my ensemble.

- “some would argue that democracy and meritocracy are interpenetrating concepts even as democracy broadly refers to ‘rule by the people,’ or majority consent, whereas meritocracy can be described as rule by a deserving elite. Conflations between democracy and meritocracy derive from the idealized aspirations for a more just society and the rejection of arbitrary domination by aristocracy or ‘accident of birth’ and inheritance. Both democracy and meritocracy speak to the potential ennobling of the person according to one’s individual ability, effort and virtue, as well as the collective liberties and protections. Democracy and meritocracy are ‘incomplete’ projects that, in the absence of critical reflection and practice, can as easily perpetuate social inequality as promote social justice. Within the United States, private and public educational institutions – from preschool through postsecondary – are expected to function as incubators and identifiers of exceptional ability and effort. Within an ideal meritocratic model, academic performance from the earliest years of a child’s life should determine exposure to comparatively enhanced intellectual nurturance within a protracted career of preparation for adult leadership and the attendant rewards of upward social mobility, social power, and material wealth. The circumstances of one’s birth with regard to socioeconomic status, ethnicity, and gender are presumably held in abeyance as ‘inborn talent,’ consistent high performance, and constant competition determine an ever self-correcting and just social order.” (485)
- “Throughout the history of Western democracy, there has been a tension between the eligibility and competency of the masses and the need for protections against tyranny (whether by elites

or the people at large). The expansion of the pool of citizens allowed to participate within democracies has been accompanied by shifting considerations of the ideal democratic citizen... For example, Plato objected to democracy as the anarchic rule of the many informed by uneducated opinion. Aristotle offered that democracy could be effectively instituted with majority consent for representation by an aristocracy of excellence. Even when entertaining the ideal that citizens were equal in some respects, it was unsupportable that citizens were 'equal in all things,'... Beginning in the Roman republic and throughout 17th-century Europe, the strength and validity of a democracy was conceived to be dependent on the popular support of a citizenry viewed as autonomous social agents active in legislative decision-making. Active participation, in contrast to passive consent, was viewed as critical to the strength and endurance of the state in times of peace and war. In the period preceding the American and French revolutions, Rousseau argued for greater esteem for the abilities of the common man. Regardless of formal education and property ownership, citizens' capacity for reasonable and conscientious deliberation of matters of public concerns cohered within a benevolent general will that was preferable to the *de facto* rule by a decadent aristocracy" (486)

- "Nevertheless, tensions remain between individual freedoms, the protection of minorities, and the power of majority opinion. Plato's concerns about mob rule are still reflected in contemporary anxieties about compulsory requirements for democratic participation and the potential for what Thomas Jefferson called 'elective despotism'" (486-7)
- "Education and rigorous competition have always been principal methods of enacting a meritocratic order. The meritocratic ideals that were to inform the French and American revolutionary periods had their origin in Confucian values that were instituted in Chinese civilizations such as the Han Dynasty. These social reforms were undertaken in order to displace a ruling class based upon family inheritance, with civil bureaucracy based on merit, as demonstrated through educational attainment, competitive examinations and performance of one's duties once appointed. Meritocratic ideals were eventually adopted by European Enlightenment thinkers in efforts to reconstitute the social order beyond the confines of the ancient regime, and the more quotidian applications of meritocracy in Europe and the United States were used in the civil services as protective measures against corruption and political favoritism" (487)
- "Alexis de Tocqueville viewed equality and individualism as key elements for the success of early democracy in the United States... In de Tocqueville's estimation, individualism was a freedom that 'disposes each member of the community to sever himself from the mass of his fellow creatures'. For its advocates such as Jefferson, de Tocqueville, and John Stuart Mill, the implementation of democratic values in United States afforded a 'natural aristocracy' of talent and virtue to replace other systems of inequality based on feudalist birthright, divine right, spoils of victory and caste societies, although slavery remained intact" (487)
- "Meritocratic values undergrid the ideology of the American Dream, which casts the United States as a profound experiment in democracy. Hochschild identified the core beliefs of the American Dream as:
 - Individuals can succeed on the basis of their autonomous decisions and actions;

- This success is based upon moral virtue; and
 - Equal opportunity applies to everyone regardless of origin or social identity.” (487)
- “In the United States, the democratic ideal of individual freedom is attached to the presumption of relatively greater agency within a capitalist marketplace. One’s fortune can be influenced by one’s abilities, talents, and efforts in relation to the needs, desires and values of the larger economy and society. Meritocracy provides an incentive for individual achievements that benefit the collective progress and resources of the society. Significant differences in power and resources are justified given the presumption that everyone has an equal or sufficiently reasonable chance of succeeding by virtue of individual merit. The resultant inequalities are apprehended as a Social Darwinist natural order of things and an indication of the inherently self-regulating tendencies of a free market in the distribution of resources” (487-8)
- “McNamee and Miller argued that the widespread acceptance of meritocratic values in the United States exists regardless of real conditions of social stratification and the unequal distribution of resources and power. Rather, meritocracy is validated as a system that is fair within the ideal realm... The resilience of meritocratic explanations of inequality in light of ubiquitous contrary evidence also illustrates the ideological function of meritocracy in the maintenance of the social order.” (488)
- “the meritocratic and democratic values incorporated within the American Dream set the predominant narrative for the justification of success and failure. Furthermore, meritocratic values carry explicit and implicit moral determinations of not only individual worth but cultural belonging as well” (488)
- “Robert Dahl posited that the uncritical popularity of democracy as an idealized generality necessitates the articulation of his ‘shadow theory of democracy.’ ‘Shadow theory’ points attention to the ignored, mystified, disavowed aspects of democratic practice. For Dahl, to deny the shadow it to jeopardize the integrity and the promise of democracy... Shadow theory of democracy casts light on two primary features of determining the validity of a democratic practice: (a) who constitutes ‘the people’ who are to rule, and (b) the results of the democratic process” (488)
- “Dahl suggested that democratic process... hold greater potential for encouraging and supporting human development through the practice of individual freedom, self-determination and moral autonomy. In Dahl’s formulation, democracy presupposes three types of equality: (a) the intrinsic equality of all people; (b) the entitlement of all competent adults to have the autonomy to determine what is in their best interest; and (c) political equality, as defined by the constitutional provisions for democratic practice. Democracy also generates social spaces and modes of interaction that allow for comparatively greater distribution and exchange of mutual interests and valued goods. In order for these conditions to flourish, Dahl argued, all people must have equal opportunities to realize these social goods and, therefore, ‘the democratic process becomes nothing less than a requirement of distributive justice.’” (488)
- “As Dahl observed: ‘The history of democratic development offers us encouragement, but it also posts a warning. For the story of democracy is as much as record of failures as of successes: of

failures to transcend existing limits, of momentary breakthroughs followed by massive defeats, and sometimes of utopian ambitions followed by disillusionment and despair.” (489)

- “it is clear that the ethical acceptability of meritocracy, like democracy, depends on conditions of equality and distributive justice that have yet to be comprehensively realized. As such meritocratic claims to just deserts on the basis of equal opportunity to develop and demonstrate ability are arguable unfounded. Michael Young... illustrated the reproduction of the elite through venues of academic and technical training and testing. Young also noted, ‘If the rich and the powerful were encouraged by the general culture to believe that they fully deserved all that they had, how arrogant they could become, and, if they were convinced it was all for the common good, how ruthless in pursuing their own advantage.’... Meritocracy, at best, is a means for unequally distributing material and social goods while appealing to values of fairness and putative equality – an equality that has proven to be elusive in many circumstances, especially education.” (489)
- “According to Rawls’ egalitarian ‘difference principle’ of justice, the fortunate should not be subjected to ‘leveling equality’ measures and all members of society can potentially benefit from nurturing those with extraordinary ability. Rawls posited, ‘Those who have been favored by nature, whoever they are, may gain from their good fortune only on terms that improve the situation of those who have lost out’... Rawls arrived at this position by applying the rationalist thought experiment of ‘the veil of ignorance,’ whereby people choose the most fair and just social arrangements for the distribution of goods while pretending that they could be born into such circumstances with any social identity and status. Therefore, if there is a likelihood that one will be born among the least fortunate, one is led to imagine the most just society... Another critique of Rawl’s veil of ignorance is found in Slavoj Zizek’s *Violence: Six Sideways Reflections*. Zizek suggested first that an egalitarian perspective can easily be adopted as a dangerously naturalized moral cover for the status quo; and second, that it is the very injustice of free market capitalism that makes subordinate status bearable: ‘In the Rawlsian model of the just society, social inequalities are tolerated only insofar as they help those at the bottom of ladder and insofar as they are based not on inherited hierarchies, but on natural inequalities, which are considered contingent, not merits... But what Rawls doesn’t see is how such a society would create conditions for an uncontrolled explosion of resentment: in it, I would know what my lower status is fully ‘justified’ and would thus be deprived of the ploy of exusing my failure as the result of social injustice... Friedrich Hayek knew that it was much easier to accept inequalities if one can claim that they come from an impersonal blind force: the good thing about the ‘irrationality’ of the market and success and failure in capitalism is that it allows me precisely to perceive my failure or success as ‘undeserved,’ contingent. Remember the old motif of the market as the modern version of an imponderable fate. The fact that capitalism is not ‘just’ is thus a key feature of what makes it acceptable to the majority.’ For Zizek, Rawls’ notion of justice can be employed as an instance of what Bourdieu would call ‘symbolic violence,’ that is, the adoption and promulgation of commonsensical worldviews that allow dominated groups to assent to their relative deprivation as part of the natural order of things.” (489-90)

- “it is simplistic to readily embrace egalitarianism while disavowing egotism and individualism as inherently antithetical to moral goodness. The subject in the throes of Rousseau’s amour-propre takes pleasure in the denial of benefits to others. As such, Zizek argued that the most basic forms of selfish behavior are not as poisonous to the promise of a just society as is the tendency to be overly concerned with others in a harmful way: ‘An evil person is thus not an egotist, “thinking only about his own interests.” A true egotist is too busy taking care of his own good to cause misfortune to others. The primary vice of a bad person is that he is more preoccupied with others than with himself” (490)
 - Therefore it is not the evil man who will strive for his own interests without care for others in the meritocracy, it is the everyman.
- “The shadow theory of democracy acknowledges the history of systematic exclusion of many ‘others,’ who found themselves outside of its charmed circle” (490)
- “Competing ideas about equality, liberty and fairness have led to a particular kind of conflation of democracy and meritocracy in the present neoliberal climate. Conservative values cast equality as the antithesis of excellence, creativity, and the development of highest potential among the most gifted members of society. Equality has a limited appeal for those championing the freedoms associated with privilege. Fairness has less to do with challenging the stagnant reign of the aristocracy of birth and is more concerned with shoring up the moral validity of a Social Darwinist ‘natural aristocracy’ of talent.” (490-1)
- “the language of meritocracy is... a language of class rule” (491)
- “Against the backdrop of global market competition, the demands are ever more exacting. Not only are candidates for educational and employment opportunities required to demonstrate greater skill acquisition, they also face diminishing opportunities, job security and potential earnings as industrial labor is exported abroad, automated, and supplanted by ‘immaterial’ service or technical labor. In such circumstances, a meritocratic social order is viewed as almost inevitable” (491)
- “Pierre Bourdieu and Jean-Claude Passeron used the concept of recognition to define one aspect of social exchange through which cultural, social and symbolic capital are granted to individuals based on their possession of collectively valued dispositions and abilities. The identification of these forms of non-financial capital is central to their theory of how social inequalities are maintained and perpetuated within educational institutions.”
- “recognition is embedded within the social and ethical frames for constructing certain lives as more precious than others” (491)
- “Critical recognition requires that one goes beyond articulating how certain people’s life chances have not been recognized as worthy of protection. Next, one must turn attention to how the cultural and ethical conventions constitute the recognizability of others” (492)
- “In the case of democratic and meritocratic considerations of academic opportunity, it is not enough to unpack the constructs as idealizations and to examine their historical constitution. It is also insufficient to point out the failures of democracy and meritocracy according to abstract ethical standards of equality and justice. Meticulous outlines of the descriptive and normative dimensions of democracy, merit, equality, and the like are anemic without critical interrogations

of the deployments of agency, interest, and power in social life. Geuss' characterization of a realist query into political conditions as 'who does what to whom and with what results for those concerned' is applicable to democratic practice and meritocratic distribution as exercised in the field of educational opportunities in the United States. Democracy and meritocracy as they are instantiated in discourse, policy and everyday activity can be constructed as intentional failures – failures that nevertheless reap benefits for certain constituencies. A similar charge can be and has been presented with regard to the conditions within which this nation's children and young adults are educated."

- "academic institutions are held to be central sites for the redistribution of resources, academic institutions are held to be central sites for the redistribution of resources... In the past 30 to 40 years, however, greater attention has been paid to arguing that intelligence and assessment testing demonstrates a concentration of intellectual ability among certain ethnocultural groups. For this camp of meritocracy advocates, certain groups of young children may be estimated as less worthy of enhanced educational opportunities, even when their options have been limited to obviously inferior venues." (492)
- "From an early age, educational institutions identify and reward those students who demonstrate the most potential for academic success. However, most academic institutions fail to identify and develop the abilities and potential of the gifted among lower-SES populations. Within the U.S. public school system, the majority of students are susceptible to academic tracking during their primary school years. Cognitive ability and academic performance generally only account for one-half of the variation in tracking decisions, and once a child is in a low- or high-performing track, they are less likely to transfer into higher or lower levels during their school careers. Educational institutions recognize the social capital that students bring from their homes and communities, reproduce social inequalities and safeguard the continuity of elite privilege.... The persistence of the idea that education is a primary institution of distributive justice and equality obscures the reality that: 'sets up opportunities for children of different race and class backgrounds, structurally unequal from the start, further perpetuate structured inequality. The ideology of the American Dream, perhaps strongest around the arena of education, legitimizes race and class inequality by presenting these not as structures but as the inconsequential ramifications of meritocracy. In a context in which education is seen as the key to success and schools are persistently segregated and unequal, school decisions become pivotal for the life chances of a child. The ideology of meritocracy and the reality of the wealth gap operate together, and in the simple act of sending children to school, we contribute to perpetuating inequality'" (493)
- "Nevertheless, within a traditional meritocratic framework, education is not always viewed as a set of passive endeavors with which millions comply year after year. Instead, academic attainment and performance can be constructed as the active accumulation of academic and cultural human capital with which to compete and trade on the employment market. People, however young, may be cast as agents making human capital investments with which to increase their productivity and earnings. By adolescence and young adulthood, academic records, degrees, and credentials are taken as indicators of potential career trajectories. These

individualistic perspectives assumed by meritocratic constructs of just rewards still do not adequately account for a number of structural variables.” (493)

- “The definition of merit itself is fluid, historically a concept that has been socially constructed to reflect the values and interests of those with the power to institutionalize particular ideals and values. Educational institutions that appraise and certify individual demonstrations of skill, knowledge and competencies, and the relevance and worth of these performances, are always subject to shifting cultural values and market interests.” (493)
- “On a global scale, as societies become more technologically advanced, the demand for greater specialization favors those with higher academic performance and more education. At the same time, shifts from industry and manufacturing to service and advanced technocratic economies result in a small proportion of employment opportunities for lower-skilled workers. In addition, with the increasing globalization of capital, commerce and labor, employment prospects and life chances are subject to greater risks and transformations. Therefore, educational and occupational attainment is explained by complex interactions of achieved and ascribed characteristics at the individual level, a host of intervening contexts of societal and political-economic forces, and the fortune of one’s life decisions” (493-4)
- “As a public good, education in the United States is held as the principal means by which the youngest citizens are prepared to participate in a functional democracy and negotiate the labor market. A democracy is only as viable as the ability of its citizens to comprehend and deliberate on a variety of political agendas. Public educational institutions also serve to develop large-scale capacity for cooperative productivity in the workplace. These collectivist goals of ‘democratic equality’ and ‘social efficiency’ can conflict with a view of education as a private good for the purposes of social mobility. Once education comes to be valued largely for its role in individual advancement, competition and social prestige, the means by which educational opportunities are distributed are likely to become more stratified and less egalitarian. The relative scarcity of high-quality educational resources and credentials potentially undermines collective stores of human capital, thereby threatening the maintenance of an adequately informed electorate and an effective labor force on a domestic and global scale” (494)
- “the dominant model for public education over the past century was not designed for universal excellence. Instead, it has produced a minimal standard of competency for the majority while reserving the best educational opportunities for the cultural and economic elite. Compared to other nations that invest in higher levels of educational development among the majority of their citizens, the United States has a lower proportion of citizens who meet or exceed the current global standards of academic preparedness as measured by instruments developed by the Programme for International Student Assessment... Nations with higher levels of achievement tend to have more demanding standards for curriculum and teacher quality throughout their public institutions of learning. In this way, excellence and equality are not necessarily construed as opposing agendas, and the role of public institutions is not as subject to derision and, perhaps consequently, inadequate funding. Many of these nations also are robust welfare states that provide free or subsidized public health and educational benefits, and greater resources are allocated to students in need of academic intervention... Sahlberg also

described an ethos within the Finnish educational system that promotes cooperation, collaboration, equality and trust. When Sahlberg cited a Finnish credo, 'Real winners don't compete,' it is difficult to imagine a more alien notion to dominant conceptions of achievement and success in the United States." (494-5)

- "While education has the potential to reduce inequality, it remains a principal venue for the reproduction of social stratification and the perpetuation of stigmatizing narratives of failure and social exclusion. In the United States, educational attainment and meritocratic social mobility is positively correlated with (family) socioeconomic status. It can also be argued that political representation and influence within our present democracy show similar patterns of association with SES. Seemingly, the most robust returns for democracy and meritocracy are subsumed within overarching networks, institutions and logics of hierarchical social power." (495)
- "In the midst of widespread and entrenched systems of educational inequality, the pervasive invocation of meritocratic guidelines in the determination of access to and the allocation of educational opportunity results in a malignant variant of 'double consciousness' and a collective act of bad faith. It would seem that those to be held most accountable might be the legions of administrators, teachers, researchers and policy makers in field of education. However, the case can be made that adult citizens of conscience also should take responsibility for affirming the public good of access to high-quality education. The tendency to view education as a private good for social mobility threatens to erode collective awareness of and commitment to public education from early childhood through secondary levels. So too, an excessive accommodation of competition, exclusivity, and stratification at the formative stages of human development suppresses collective levels of intellectual and social competency and subverts fundamental dimensions of social cohesion, mutuality, and trust that nurture a democratic civil society" (495)

Dispelling the Meritocracy Myth: Lessons for Higher Education and Student Affairs Educators by Lorriz Anne Alvarado

This article brushes on the selection process, how it is essential to get a college education now but how so many people want it that the distribution of its resources are getting to be entirely unfair.

- "Today, higher education is depicted in American culture as a panacea for some of the most significant problems in our society. This past year, one of President Obama's initiatives to help with unemployment and the declining economy mainly focused on increasing United States college graduates. He 'asked every American to complete at least one year of higher education or vocational training'. As of 2005, after accounting for the differences between those who go to college and those who do not, the premium for a year of college education was about 13-14% of an individual's weekly wage. Just a decade ago, a high school education was enough to succeed in the job market and going to college would make a person competitive. Today, a college education is required in order to be considered a competitive candidate. Higher education is now understood as a way to realize the American Dream." (Alvarado 14)
- "Chad Aldeman referred to college admissions as a lottery: 'Each year, thousands of qualified applicants bombarded the admissions office, and, even after setting a relatively high standard,

the admissions office had far too many qualified applicants to choose from, and very little time to do so... At many institutions, in other words, it is a far more random process than colleges would like students to believe. The myth of a meritocracy, on which the selective admissions system is built, is substantially a lie” (Alvarado 16)

Meritocracy, deficit thinking and the invisibility of the system: Discourses on educational success and failure by Noel Clycq

This article significantly discusses the perception of higher education in the United States. The perception of something being just as important as active change in the role of a thing, the points made within the article are not particularly surprising but vital.

- Traditionally, social theorists have identified the educational system as one of the most important social institutions as it controls knowledge transfer and homogenizes actions and attitudes. Moreover, the educational system is often perceived as a sorting mechanism for different subgroups and communities in society based on their gender, SES, ethnicity, religion, and/or language. The educational system... would favour those whose home environment, worldviews and habitus correspond(s) most with the system. As a predominantly middle class field, existing social differences would typically be perpetuated and even increased by the system. Hence, the education system does not take up its role as the great equalizer, as policy-makers often claim.” (Clycq 797-8)
- “In general the pupil itself, but also its social and home environment are blamed for their ‘underperformance’. The general idea was that the education received at home (e.g., with respect to language, values and norms) had to be ‘subtracted’ so that the school could add the ‘right’ language proficiency, attitudes, skills and so on.” (798)
- “Common for those in power is that they –as a consequence of their dominant position – have the ability and power to claim what is right and what is valuable, and to discard that what is deviant, thereby pathologizing dominated social groups. At the same time this worldview is presented as normal, unbiased and neutral. Moreover, social and ethnic inequalities in educational outcomes are rationalized and legitimated through the liberal rhetoric of a meritocratic school system, in which individual merit is coined as the main determinant for educational success. By combining these, at first sight conflicting, notions of meritocracy (considering individual merit) and deficit thinking (which relates to socio-ethnic group membership), structural inequalities within the educational system and the broader society are ignored.” (Clycq 798)
- “The narratives make clear that overall, the different participants do agree upon the day-to-day meaning of being successful in education: namely getting good grades, being socially skilled and evolving as an individual competence-wise... Even more congruence can be found concerning what is perceived as the future goal or value of educational success, namely upward social mobility. A recurrent theme is that educational success will allow the pupils to obtain a good position on the labour market, which would allow them to support their own family. This relation between school success, labour market opportunities and family life seems not to be contested... Two specific patterns can be singled out. For some the idea of upward social

mobility is strongly related to an economic perspective and the goal of financial security. This refers to a more extrinsic motivation to achieve well in school. On the other end of the continuum we find participants who stress the personal and social development of an individual who is intrinsically motivated to do well, to explore his/her interests and to find a job that matches these interests. Here we can report somewhat of a social divide. Parents and pupils with a lower SES background seem to be driven more by extrinsic motivations related to financial security and social status, while higher SES parents (and pupils) were more directed towards intrinsic motives, not really taking into account possible downward social mobility... We can conclude that there is a common ground where all actors, independent from their role and status in their educational field, can agree on the significance of educational success for later life, both on the labour market as for their personal life.” (801-2)

Body as Place: Durational Performance as Activist Practice by Nala Walla

This is not a particularly good source but there is relatively little written on durational performance and I enjoyed this quote.

- “Durational performance is a performance format in which the very agency of time is brought to the forefront. The time-span of the performance exceeds the average length of a standard performance, which, in Western culture, is 1.5 hours. A durational performance is designed to let time physically affect or thematically inform the performer’s practice of his/her art form, as well as the audience’s reception... By exceeding the normal time-span... durational performance challenges habitual Western patterns of consumption of cultural products... Thus, durational performance could be considered as a culturally healthy pause from the 9 to 5 routine, a break for bodily reflection upon existence.” (5.2.1)

Maria Abramovic is one of the pioneers of durational performance, in my mind, and so anything she has to say on the subject I will consider golden.

- “I have found that long durational art is really the key to changing consciousness... not just the performer, but the one looking at it.” – Maria Abramovic

Open

I genuinely have no memory of taking these notes or where they came from.

- “First there is the theatre, with its full immersion, its reception regime at a set time and agreed appointment and ‘its duration shared by spectators and performers’. Then there is the formal logic of the white cube and its ideal of transparency, the experience offered by it based on a principle of autonomy and the disembodied aspect of perception. The resonance of these discursive contexts will inevitably have an influence on anything brought into the two types of space and will also determine its impact.”

- “the exhibition is the moment when an artistic project is valorized in our society, and therefore, when the economic

Devised Theatre: no guts no glory by Joan Schirle

This document does a quality job of reviewing some of the basics of devising. I skipped over most the content about the Dell’Arte Company, but the idea of calling butcher paper ‘paper walls’ appeals to me. I think I am going to steal that.

- “In devising, there is always the possibility that you will end up with a piece very different from what you started to make, or that you have two plays, or three, instead of one. Sometimes in the excitement of accumulating material for a piece we’d suddenly have five themes instead of one... To focus our energies during the play-making process, the Dell’Arte Company adopted a system of ‘paper walls’ devising, where we covered the walls of the workroom with long sheets of paper, labeled ‘theme,’ ‘intent,’ ‘characters,’ ‘scenes,’ ‘resources,’ and so on.” (3-4)
- “For devising to achieve validity in the academic curriculum, it must have a viable methodology for process-oriented explorations as well as for developing finished works for the stage. In a liberal arts context, the enthusiasm of students to devise and mount a work often manifests as, ‘Let’s work along this line and see what happens.’ The results often exhibits a mushy point of view and self-referential works in which the students end up playing themselves. In letter to prospective student, Ronlin Foreman, Director of Pedagogical Studies at the Dell’Arte School, elaborates: ‘In much self-created theatre, character ends up being, for better or worse, what he/she brings to the table as a “performer.” As actor-created theatre moves further towards the mainstream, attention to character becomes more important. It is a dilemma not faced by the interpretive actor who is provided by the playwright with not just a story, but characters out of whose actions, motives, and language the stories evolve. We, the community of the actor/creator, to continue to make a mark on the theatre of our own time, must move past the self-referential, ironic cleverness of much postmodern play-making and into the realms of “the other,” “the mask,” or “that which I take on.” The goal is create a courageous theatre, based on people in relationship, passing beyond the peripheral situations of your lives and into the circumstances that define the human condition.’... Without the ability to embody ‘the other,’ to understand persona, personality and personage, the actor remains a ‘performer.’” (6)
- “What is the intent of the devising project? Why make this? Who is it for? Why does it matter?” (7)

Through the Body

I do not have any more information on this document other than its name. I greatly appreciate the exploration of the benefits of physical theatre. I find it to be extremely important and plan on including these tactics within my devising process. However, as I am not sure how yet, I have nothing more to say.

- “At its simplest, physical-theatre is theatre where the primary means of creation occurs through the body rather than through the mind. In other words, the somatic impulse is privileged over the cerebral in the making process. This is true whether the product is an original devised piece or an interpretation of a scripted text. This does not mean that the intellectual demands of the

idea or the script are jettisoned. The intellectual is grasped through the physical engagement of the body because, as Lecoq puts it, 'the body knows things about which the mind is ignorant.' From the spectators' point of view, physical theatre accentuates the audience's imaginative involvement and engagement with what is taking place on stage. There is a greater emphasis on exploiting the power of suggestion; environments and worlds are created onstage by actors and design elements provoke the imaginations of the spectators, rather than furnishing the stage with literal replication of life. This is related to a pronounced emphasis on the alive-ness of the theatre event and the body-consciousness of the performers." (5)

- "Chaos is a necessary aspect of devising, not least because truly creative work makes use of chance" (164)
- "Making a piece that sustains itself over more than a few minutes requires the ability to develop improvisational work, to build and broaden the focus and eventually to edit and structure material to elicit a response in an audience. But it does not necessarily mean knowing what your intended outcome is at the start" (164)
- "Devising is rooted in the concept of the creative actor developing ideas from tasks. It is usually the director who both translates ideas into tasks (which may be games or improvisations) and operates later as an editor, an outside eye, a shaper of the whole, in essence as the dramaturg. Increasingly, companies who devise their work in this way refer to the product as a score, borrowing the musical term to indicate that the principle of creation is one of composition rather than linear plot construction" (165)
- "the process frequently follows three stages: a pre-production research period, a 'making' stage where the 'text' is generated, and a final phase of rehearsing that text. Many companies use video to record improvisations, and sometimes a 'scribe' to log what is said. These fragments are scrutinized, some ideas will be jettisoned while others go on to be developed" (165)
- "Mask work is an excellent starting point for creating visual scenarios and seeing how characters can develop through interaction with other masks and objects" (166)
- "The notion of creating 'theatre of images' is important. But the images need to be a step away from the everyday... working in a pantomimic dimension allows the work to go into 'that non-realistic world, that switch into fantasy', which he believes is an essential feature of physical theatre. Visual metaphor arises from what he calls 'semi-abstract work', where you create 'telling images' through making a concept visual" (173)
- "when improvisations involve two or more, 'actors tend to focus on the interactive process rather than the theme of the work', i.e. they are more concerned with 'reading' their partners and responding to them than 'exploring their own physical dialogue with a theme'." (173)
- "The crucial thing is that 'the improvisation must not illustrate this world,' says Wethal, 'the actor must simply react completely, both physically and emotionally, with respect to what is happening, to what he is doing.'" (178)

In the Silences by Tim Etchells

I plan on including this in my description of the project pre-auditions. I am not interested in casting anyone who is not inspired by the hard work rather than doing it in spite of the hard work.

- “Time passes in the room with no windows, in which you spend your days whether it is raining or sun-shining outside. You make things, slowly, very slowly, leaving behind a trail of failed attempts and nonsense, and, if you are lucky, slowly, very slowly, you accumulate a store of scenes and fragments that you love, that have puzzled and perplexed you in the good way, that have made you smile, that have made you weep, shake your head or that have made your heart beat faster.” (36)

Moises Kaufman: Copulation of Form and Content by Rich Brown

This article gives you an overview of Kaufman and the Tectonic Theatre Project. This is important because it is the group that we will base our devising process off of. This document investigate the theories, techniques, and production of the Tectonic Theatre, with a focus on Kaufman as an artist.

- “Similar to homework assignments, the Moments are individually formulated outside of the workshop, and then presented to the other ensemble members; this is when collaboration begins. Kaufman defines Moment Work in the introduction to The Laramie Project as, ‘A method to create and analyze theatre from a structuralist (or Tectonic) perspective... A Moment does not mean a change of locale or an entrance or exit of actors or characters. It is simply a unit of theatrical time that is then juxtaposed with other units to convey meaning’. A Moment can be as simple as a single gesture or breath or as complex as an entire scene complete with multiple characters, scenic pieces, lights, props, and sound. Most importantly, Moment Work is a tool for collaboratively discovering new theatrical forms while using all the languages of the theatre in equal interplay.” (51)
- “Tectonic Theater Project was founded in November 1991 by Kaufman and Managing Director Jeffrey LaHoste as a laboratory in which structural and theoretical questions of the theatre could be posed – ‘Tectonic’ means ‘relating to the art and science of structure.’ The company’s main objective is to ‘explore each new project by conducting workshops – exploring existing texts or investigating new works through rigorous experimentation and collaboration over months, even years. Kaufman believes the rehearsal space is a place for collaborative questioning and exploration that may or may not lead to the creation of a new piece. He states, ‘This is what we do in rehearsal. We learn as we go. We get into a room, pose some questions, and we ask the theatre to help us discuss it’” (52)
- ““They created new worlds – strange and wonderful worlds that could exist only on the stage. Every aspect of these productions- sets, acting, movement, blocking – helped create a reality outside reality. The stage as a medium behaved entirely in the service of the discourse’” (52)
- ““[The] totality is achieved via the process of balancing the contrasts between diverse scenic elements, such as motion and sound, visual forms and motion, space and voice, word and motion and sound, visual forms and motion, space and voice, word and motion of forms’. Kantor’s influence on Kaufman is couched in this idea of contradictions. Kaufman states: ‘Kantor said that one goes to the theatre to see these elements fighting each other to determine who is going to be the next ‘text.’ So you have actors march in, then all of a sudden music comes in really loud and takes over the central role in the theatre, and then text comes in, and the tension between each of these elements with each other is where theatre is made. The

conversation between them is the play. This encouraged me to think about what is uniquely theatrical. That answer has to be in the vocabulary of the blocks [the elements of performance]. That's where the idea of Moment Work happened, because you can have a Moment that deals only with lights, or a Moment that deals only with blocking or costumes, or sets, or music, or a combination of any of those. In doing that, we become very aware of the narrative potential of each theatrical element. And in doing so, reiterate their authority.” (54)

- “I always say that there are some theoretical questions that you pose and answer only through the work. They're not questions you answer; they're questions you go into a rehearsal room with: What is a theatrical language? What is a theatrical vocabulary? How does theatre speak? And the main concern of the company is that, while all other art forms have abandoned their nineteenth century relatives, theatre stays in naturalism and realism, which are forms that in my mind, at this stage of the game, under use the medium. Film and television do realism and naturalism better. So what are the vocabularies? What are the forms?” (56)
- “how does content dictate form and how does form dictate content? How do the two fuse?” (57)
- “The central idea of experimental theatre is that this process of “stumbling around” is, in fact, an excellent way to proceed. It can lead us to discoveries we might never have made if we had confined our explorations to those pathways for which we had maps” (57)
- “Kaufman took this approach of asking actors to bring in self-generated material and developed it into his Moment Work technique. Using the structural form of stating aloud, ‘I begin... I end’ as they start and stop the performance of their Moments, the performance writers bookend, or frame, each Moment they present. This establishes clarity for the other workshop members watching the Moment and helps the creator of the Moment stay aware of dramatic time.”
- “Even if the Moment doesn't turn up in the play, you might find your way to a new form, and that's really what the Moment Work is about – finding new theatrical forms. So it's important to let it be that open, because you never know who is getting to come up with something'. This openness encourages the collaborators' creative intuition to compose through theatrical languages rather than through text – to be writers of performance” (58)
- “Through Moment Work the interplay of form and content occurred during and original writing of each Moment, because the performance writers created theatrical forms to communicate specific content – an interview, a hospital report, a live news broadcast. Additionally, the discovery of a staging or textual form spurred the search for new content. The emphasis on form and content, however, continually fluctuated throughout the workshops. At times, Kaufman simply assigned a theme for the next day's workshop-homophobia, the perpetrators, the town's response to the Russell Henderson trial- and sked the collaborators to return with Moments which they would create that night. At other times the company was instructed to search through their interviews for content relating to a particular theme. Still other workshops explored questions to form – searching collectively in a room for the correct form into which content could be placed. As the company discovered new forms through the presentation of Moments, they were written down on a large list posted in the workshop space on butcher paper, which acted as a constant visual reminder of the narrative forms at hand for the

collaborators. Each narrative form could contain variations. For example, numerous workshops focused on interviewing... These explorations led to the final form (and its numerous variations), which contained the content for the interviews- the actors played both the citizens of Laramie and themselves.” (58-9)

- “In the workshop phase, the role of ‘performance writer’ subsumes the traditional theatrical roles of actor, designer, director, dramaturg, and playwright. At times the collaborators wrote Moments for the entire company; they also wrote smaller solo and duet Moments... Kaufman’s role as director was complicated by the technique because the performance writers were also directing one another during the creation of Moments... at times the whole company, would often respond to a Moment, or re-direct it, or play a different Moment up against it in order to discover the conversation between the two Moments” (59-60)
- “In regard to devising for college theatre, the creation of such an artistic research laboratory in which students are encouraged to experiment with form is arguable the main reason for devising’s educational efficacy” (60)
- “He begins with a hunch. Influenced by Peter Brook, it is the leaping-off point for each new project and couched in Kaufman’s embrace of ‘not knowing’.” (60)
- “it is not a process without tension – a tension bred of Kaufman’s approach to theatre making with relies on his company’s collaborative investigation into the forms and content that his hunch may possess. Since the process leads to him needing collaborators to create a piece, while also needing to control the direction of the work’s overall development, tension arises regarding both authority and authorship. Kaufman has developed practices to address these tensions. The hunch leads Kaufman to create what he calls his organizing principle – a tool against which the work is measured to determine whether or not individual Moments fit the scope of the overall project and should be included in or excluded from the final piece. ‘The most important thing for a director to say is, this is our organizing principle... Then you can turn to somebody and ask, ‘Where does that Moment fit in the through-lines? There’s no room for it.’ So you are educating a group of actors about how to tell a story, and you are being very clear about what story you think should be told. And you make compromises and you talk. But it is very important than everyone agrees on the organizing principle, then you spend two years peeling away what that organizing principle is and how you want to present it.’” (61-2)
- “As the director of a collaboratively created project that spanned such an extensive period of time, Kaufman had to be very clear about the organizing principles in order to lend objectivity to his decisions of which Moments to include and which to let go... This technique is not simple characteristic of Kaufman’s control. The nature of devising has, it seems, a need for over-collection and ruthless cutting. In *The Performer’s Guide to the Collaborative Process*, Sheila Kerrigan writes, ‘When we butted heads, we referred to the statement of the piece. If a part didn’t contribute to the statement, we axed it’” (62)
- “At times, Moments would receive great interest and attention from Kaufman and/or the entire company and be worked immediately in a variety of ways – adding to the Moment, Kaufman or Fondakowski restaging the Moment, lively discussion, etc. On other occasions, however, collaborators presented Moments, but nothing was sparked for Kaufman or the company. Two

important reactions occurred in these instances: first, Kaufman’s specific communication to the Moment presenter, and second, the company’s agreement that any Moment could be altered and reshaped at home and presented again countless times in order to try to ignite excitement in Kaufman about that Moment... ‘If I’m not getting it, instead of saying, ‘I’m not interested.’ I can say, ‘How did it go?’ Then I can figure out what they were trying to do... Although I was the ultimate arbiter, hopefully I created a world in which we knew where we were going. It’s a very delicate and interesting thing.’... Kaufman was not the only one subjectively responding to each Moment; the whole company took part in responding to and discussing the material presented. The company took part in responding to and discussing the material presented... The second significant characteristic of Kaufman’s response to Moments – and one used to temper potential rejection – is his willingness to see Moments presented time and time again... This technique – his encouragement to re-present Moments multiple times – displays a significant contribution to the pedagogy of devising. This concept of trying an idea by doing it, receiving response from the collective, then adapting that idea and trying it again and again lies at the heart of devising.” (62-3)

- “Working in Moments is also applicable to other creative scenarios. Such work allows the artists to think about theatre from a structural perspective, to view and understand theatre as consisting of individual blocks that are constructed and put together. This method encourages the Tectonic members to think through the structural approach determining which Moment should follow another, while also considering how meaning is assigned through that contextualization, which is the second phase of developing a new piece... The positioning of the Moments creates meaning through context, just as the contextualization of content in relation to its form creates meaning within each individual Moment.” (63-4)
- “Four specific Tectonic techniques - ... workshoping collaboratively over long periods of time to experiment with the copulation of context and form; encouraging collaborators to write performance rather than text; Kaufman’s hung and his specific approach to the workshop space with his ‘fluid company’; and, of course, Moment work – can be said to form the basis of a creative process to Kaufman and Tectonic Theatre Project” (64-5)
- “many devisers [need] to be surrounded by artists in a workshop environment who are willing to unpack a hunch through questioning and experimentation and who are engage by conflicting ideas.” (65)
- “Kaufman’s theatre education had a very potent balance and blend of theory and practice. Devising forces theory into the practical light of day where, educationally, it is more productive. Politically, it celebrates the plurality of perspectives that should be represented on our stages. Perhaps most importantly, devising empowers theatre artists by giving them the means – both theoretically and practical – to create their own work, rather than being forced to rely on the power of the traditional theatre hierarchy of directors and producers to hire them to practice their art” (65)

Gob Squad’s Revolution Now by Brandon Woolf

This review primarily looked at Gob Squad's piece *Revolution Now!* A piece that I am not interested in basing our devising off of. However, at the beginning he does do a helpful overview of the company.

- “Gob Squad: a German-English artists’ collective, based both in Nottingham and Berlin. Gob Squad: conceiving, directing, and staging ‘live-events’ since 1994. Gob Squad: ever determined to toe the mixed-media line, working always on the borders between theatre, visual art, film, and new media. Gob Squad: a love child of the contemporary European (and dare we say) ‘postdramatic’ performance scene. As Hans-Thies Lehmann characterizes the group, ‘[t]hey articulate dreams in ‘speeding standstill’ [...] that operate without a dramatic context in a rather associative or pop-lyrical manner’.” (144-5)

Reality Enchanted, Contact Mediated: A Story of Gob Squad by Nina Tecklenburg, Benjamin Carter

This is one of the best resources I’ve found on the theory behind Gob Squad’s work, thus making it a fairly important document for this process. It takes the reader through the evolution of not only Gob Squad’s pieces but also the concepts behind those pieces. It does this with complete credibility and a sort of joy because the writer is also a collaborator and, from what I’ve experienced and read, Gob Squad brings joy to everyone who they touch.

- “what Gob Squad aims for is simply to present real life with real people doing real things.” (9)
- “While the most important topic in Gob Squad’s work has always been the inclusion of people, places, things, and behaviors from everyday life – which places the performance collective within a long tradition of avant-garde theatre, dance, performance art, and Happenings – they take an additional step: if the artistic enterprise of the *discovery of the real* that began with Dada and Artaud and moved on to Brecht, Cage, the Living Theatre, Boal, and environmental theatre culminates in Kaprow’s demand for art as ‘doing life,’ Gob Squad’s approach might be described as *over-doing* life. In all their works, Gob Squad penetrates through to the ‘real world,’ but they do so by adding an artificial layer that creates unpredictable, hyperrealistic effects and reveals what Gob Squad calls the ‘beauty in banality’” (9)
- “Gob Squad is a troupe of packaging artists, vehement champions of the surface and of special effects. But because Gob Squad always shows how the effects are produced, and because the spectators are always witnesses to the construction of an image, a scene, or a task, these heavy, pathos-charged moments that may sometimes border on kitsch retain a provocative and critical tone. Gob Squad always dismantles the powerful mechanisms and seduction strategies of a culture dominated by screens and interfaces.” (9)
- “their work reveals ‘reality’ to be charged with more than what is at first evident.” (10)
- “They established two main lines of inquiry within the company’s work that remain in tension: a longing for the ‘real’ and an interest in hyperrealistic ‘magic.’ The collective’s works thus operate at the threshold between an avant-garde, postdramatic theatre that embraces reality beyond any technological mediatization and that has always been critical of the aesthetic and institutional premises of dramatic and illusionist theatre on the one hand, and, on the other, an artistic practice for which theatre in no way acts as a point of reference.” (11)
- “Gob Squad does neither ‘artlike art’ nor ‘lifelike art’ – to borrow Allan Kaprow’s famous distinction. Instead they produce artlifelike art: an arts practice that – in a highly pleasurable

and playful way – shows that there is no such thing as ‘pure’ life beyond the artificial, mediated and staged” (12)

- “Gob Squad’s projects *House* (1994), *Work* (1995), and *Effortless Transaction* (1996) were site-specific durational performances/living installations, which, like many of their works, took place at unspectacular and interchangeable sites with a ‘stand-in character’. Although each site was treated in its specific context, already in these early works Gob Squad was interested in more than merely putting the local on display. From the beginning the group amplified the framing effects that Dadaist and Surrealist interventions, and later Pop Art, imposed on everyday objects by adding at least one further layer of theatricality. As a result, the spectators and incidental viewers were not simply witnesses of everyday activities such as sleeping, eating, watching TV, working, and shopping; these activities were also stylized and commented on through absurd interventions such as small theatrical interludes, eye-catching costumes, or synchronized dance routines.” (12)
- “In *Work* viewers observed, over a period of five days, the performers working from nine to five in an office in Nottingham’s city center. This site was transformed into a border zone between unspectacular office work and wishful fantasies. Dull repetitions of daily routines such as photocopying or telephoning were transformed into a choreographed dance number performed between desks and shelves, inspired by Bob Fosse’s famous choreography from the 1966 Broadway musical *Sweet Charity*. Every now and then the personification of a forgotten career wish – ice princess, spaceman, sailor, or diver – stumbled through a brightly lit rear entrance into the dreary life of the office like a fantastic creature from a reawakened childhood dream.” (12)
- ““The poetry of our pieces is always based on the opposition of everyday life and theatrical vision. The real place is occupied for a certain time with phantoms, with a theatrical utopia. Another place is established in this way, a faraway (perhaps unattainable) place.”” (13)
- “These first performances resonate (perhaps unintentionally) with a number of historical references, such as, for example early site-specific events such as *City Scale* by Anthony Martin, Ramon Sender, and Ken Dewey from 1964/65, a six-hour performance using parts of the city as the set; or Kelly Yeaton’s *The Great Gaming House* from 1965, in which an empty warehouse was transformed into a funhouse for adults.” (15)
- “instead of embodying predetermined characters or roles, the performers of Gob Squad set themselves tasks and thereby become the authors of their work. These tasks could be of a purely technical nature, as in *Work*, for which performers had to make a fixed number of phone calls. Another task might be to enter onto a stage and perform a role. In the process the performers always remain themselves, which is to say, they are challenged by the tasks in their own person. Gob Squad’s work is therefore always also concerned with presentations of the self, which – particularly in the context of the stage – pushes the Brechtian *Verfremdungseffekt* (defamiliarization effect) to another level. If in the Brechtian tradition acting is concerned with imploding dramatic illusion in favor of making the actor conspicuous as the character’s medium, Gob Squad’s method goes in a different direction since there is no dramatic illusion in the first place. The performers, who always use their own names, are the starting point for a playful

game with a variety of roles. But, contrary to Brechtian acting, it is the performer and not the character who is to be defamiliarized through the creation of diverse self-images. Here, it is not reality as something factual – as in Brecht – but the artificiality of the production of self-testing roles, a kind of hyperthratricalization of the self that creates distance. The distance is not in relation to the social circumstances within a dramatic text, as in Brecht, but to the numerous concepts of ourselves that we perform each day. Gob Squad not only juxtaposes performer and role, but also experiments with different self-presentations. Their work stages a temporary, affirmative, and unconditional commitment to the (self-)fantasies with which spectators are allowed to empathize. Although the performers’ attempts to transform themselves into astronauts, heroes, ice princesses, rescue workers, or simply stage actors pose a challenge (none is actually trained in acting), they nevertheless convey a feeling of heartwarming vitality... Rather than actorly virtuosity, Gob Squad performers are interested in a playful and joyful self-exaltation.” (16)

- “if the reality outside the theatre is more ‘authentic,’ and if this ‘more authentic theatre’ can only be experienced in the auditorium by means of technology, then one of the tasks of the theatre in the 21st century may be to interrogate and challenge the perceptual conditions of the theatre as a space of co-presence. What is theatre in the virtual 21st century? A guarantor of the authentic? A playground for artificial worlds? A microscope of the everyday? A social space for fantasies? Gob Squad seems to answer ‘Yes’ to all these at the same time. Gob Squad unselfconsciously uses disparate theatre models simultaneously. Each of their works is a kind of archeological assemblage of different historical layers: ‘theatre’ for Gob Squad is understood as a baroque special-effects machine most effectively employed in site-specific performances outside the theatre building; ‘theatre’ for them mean’s Brecht’s epic theatre, an instrument of ‘reflective distance’; and finally, ‘theatre,’ following the tenets of the avant-garde and the postdramatic theatre stands for the collective, unpredictable live event that enables encounters perceived as especially near and real. By combining these distinct theatre models, the possibilities of the theatre as a site of real bodies, spaces, sounds, and time on the one hand, and as the virtual, the possible, and the fantastic on the other are reexplored in the context of a present, digitalized everyday life that denies finality to any fixed reality. If the late-20th-century avant-garde focused on exploring the ‘real’ and unrepeatable qualities of performance, Gob Squad operates within a new media-historical constellation. This constellation allows Gob Squad to rediscover and reinvent theatre’s potential to produce alternative realities.” (21)
- “In our projects we are on the hunt for authentic fictions” (22)

Keeling, R., Hersh, R. (2012). *We’re Losing Our Minds*. Basingstoke: Palgrave Macmillan.

Some of my other readings take it somewhat for granted that learning is no longer the priorities of universities – that they now play a broader and more important role than educating our youth. This book takes the exact opposite view. It declares K higher learning is the main role of higher education and that higher education is not worth the price nor the effort if higher learning does not occur. After reading this argument, the point appears to be pretty irrefutable – of course we go to school to learn. But this author is not only talking about universities having to teach their students, they point out that

teaching does not necessarily lead to learning – particularly higher learning which would stay with a student beyond a test and truly improve them as a human. And this, the text argues, is really the reason for higher education. To challenge people and to push people until they actually develop. Credentialism makes this perspective illogical because it creates friction in the smooth flow of students taking the required classes, earning their required credits, and receiving their degree which represents nothing more than the completion of these requirements. In our world, universities are a business and degrees are a commodity and therefore they are going to continue to churn out as many as possible while their focus remains trained on, not the actual learning that is occurring (or not occurring), but what can draw more people to the school. This results in low academic expectations and the student’s focus shifts to the development of their social lives. These text also includes many useful statistics and a call to action which asks people to do what we are doing – starting a conversation in universities.

- Why has higher education abandoned higher learning? Because learning itself is no longer the first priority in most colleges and universities, despite the fact that the core mission of every institution of higher education is exactly – learning... Without higher learning, higher education is just a series of steps that lead to a degree – the receipt of which is evidence of nothing except the completion those steps. (1-2)
- Without higher learning higher education is not valuable enough to justify its price, unless you’re just buying the degree (3)
- Defining what is wrong helps little unless we can also determine how to make change (4)
- Higher education should strengthen students’ personal, occupational, and economic opportunity. The promise of higher education to help students make something of themselves, realize their potential, and reach their goals is itself a heartfelt expression of the American dream (4)
- We assume that somehow the cultural pathways that lead to the American verities of individual and family economic prosperity, home ownership, and civic engagement pass directly through campus. This view is so deeply embedded and so powerful in our thinking that it can seem to be the only reason for going to college; too often, the purpose of higher education has been interpreted quite narrowly as just to get a job, or a better job. In that limited view, the change desired in students between enrollment and graduation seems only to be a shift from unemployable to employable, or, ideally, to employed (4)
- Six out of ten Americans believe colleges today are run more like businesses than campuses – zeroed in on the bottom line, rather than on students’ educational experiences. The pervasiveness of that mentality influences the culture and perceived priorities of higher education institutions and leads students (as it does colleges and universities) to lose sight of the higher learning they should expect. Instead, they focus on obtaining the credentials they believe will lead to employment. (5)
- Just as a job is not the whole of a person’s live, preparation for a job cannot be the whole of that person’s college experience, and being ready for, or getting, a job cannot be the only reason for going to (and paying for) college. Beyond the implied assurance of employment (a promise higher education no longer reliably keeps), the idea of positive intellectual and personal growth lies at the heart of our hopes about, goals for, and confidence in higher education. The idea

distinguishes higher education in our society from primary and secondary schooling; it is what makes higher education higher – it is what puts the higher learning in higher education. (5)

- We have come to count on higher education for what more subtle, idiosyncratic, and even mysterious process of development and growth in students, something that transcends the acquisition of greater earning power and long-term increase in wealth potential: the intellectual, personal, and social emergence of a complete, adult human being. (6)
- It is worth emphasizing that at its root the idea of higher learning is one of positive change: the student who graduates will not be, and should not be, the same person as the one who started college. (6)
- But there is a different kind of learning – the kind we should expect of higher education. Experiments in the psychology and neuroscience of learning show that learning that sticks – the kind that leads to the changes we expect of college, what we call higher learning – requires rich engagement with new material, not just memorization, and that the outcome of this engagement is a concrete and tangible change in the mind – a change in how one thinks and makes sense of the world. We see that change when students develop greater depth of understanding, can apply their new knowledge in the world, can articulate and defend a new perspective, or show new personal, social, or civic maturity. That change in the mind is not just an abstraction; we now know from brain research that learning has flesh-and-blood correlates. Advances in brain imaging allow us to ‘see’ and measure functional and structural changes in the brain associated with learning. We change our minds because something has changed in our brains as a result of a learning experience. (7)
- College should be about deep, soul-searching, mind-expanding, life-enhancing learning, which may, but may not, correlate with grades, retention, and graduation. Staying in college – or, for that matter, finishing it – does not, in and of itself, signify higher learning. Persistence alone is not student success. Permitting getting through college to pass for higher learning is the great failure of higher education. (8)
- We have given higher education the special status that our society reserves for institutions that serve the public good – and we have assigned to it a nobility of purpose that elevates its mission and demands a kind of reverence. This reverence for higher education has been reinforced by the widely held belief that American higher education is the best in the world, a point of continuing national pride as we face inexorable global competition (10)
- In 2005, the Futures Project: Policy for Higher Education in a Changing World identified the expanding gap between what the public needs from higher education and how colleges and universities are serving those needs (10)
- The Spellings Commission on the Future of Higher Education scathingly labeled higher education as risk averse, self-satisfied, unduly expensive, and ineffective – characteristics that had resulted in ‘disturbing signs that many students who do earn degree have not actually mastered the reading, writing, and thinking skills we expect of college graduates. Over the past decade, literacy among college graduates has actually declined... in critical thinking, problem solving, analytical reasoning, and written communication skills; on average, there was only a 7 percent gain in these skills during the first two years of college and only marginally better when four

years of study were examined... for a large proportion of students attending U.S. colleges the gains in critical thinking, complex reasoning and communication are either exceedingly small or empirically non-existent. At least forty-five percent of students in our sample did not demonstrate and statistically significant improvement... Wabash National Study of Liberal Arts Education, in which students showed very modest growth on a wide range of learning outcomes; worse, some students actually regressed... students' academic motivation showed a marked decline over their first year in college." (10-11)

- Stanford University psychologist William Damon worries that an increasing number of adolescents lack a sense of purpose and rather than attend college with a deliberate path, increasingly exist in college in prolonged states of 'directional drift,' 'characterized more by indecision than by motivated reflection, more by ambivalence than by determination.' (12)
- Intoxicated by magazine and college-guide rankings, most colleges and universities have lost track of learning as the only educational outcome that really matters. Other priorities – higher rankings, growing enrollment, winning teams, bigger and better facilities, more revenue from sideline businesses, more research grants – have replaced learning as the primary touchstone for decision making. (13)
- The idea of saving money by hiring cheaper contingent faculty members, to whom no long-term commitment are made and for whom no benefits are usually provided, betrays a belief that teaching is a low-priority activity and suggests that it doesn't much matter who teaches undergraduates (15)
- Baccalaureate degrees have become basic commodities, purchased like other consumer goods. The degree has been cheapened by letting it certify only the process of going through the motions of college (15)
- Serious problem: the assumption that the purpose of colleges and universities – the mission of higher education – is to award degrees. The idea that the degree must be earned, not just awarded, seems antiquated and rustic when students and parents, thinking like consumers, assume that a degree is the natural, not-to-be-questioned, routine and regular deliverable of colleges and universities. If a degree is simply a deliverable, purchased by the payment of tuition and fees, and importance of requirements that must be met and assessment of performance against some kind of standard is seriously diminished. If a degree is a deliverable, then colleges and universities, working according to sound business practices and principles, should erect as few barriers as possible to both entry (admission) and exit (the degree). Standards? Speed bumps. Three-year degrees? Of course; why not? How efficient!... Nothing in that schema suggests that learning is a goal; passing, staying in school, and getting enough credits to graduate are the goals... The touchstone for decision making has become not learning, but throughput: getting enough students recruited, admitted, enrolled, retained, and graduated – that is, giving people degrees... high expectations inside or outside the classroom only create friction in the machinery. (16 – 7)
- We argue that the actual purpose of higher education is for students to learn. Teaching and learning are not the same thing. The flawed but unfortunately ubiquitous and historically unquestioned belief in teaching among colleges and universities was forcefully identified more

than a decade ago by Robert Barr and John Tagg, who called for a fundamental paradigm shift in higher education: 'Now, however, we are beginning to recognize that our dominant paradigm mistakes a means for an end. It takes the means or method – called 'instruction' or 'teaching' and makes it the college's end or purpose. To say that the purpose of colleges is to provide instruction is like saying that General Motors' business is to operate assembly lines or that the purpose of medical care is to fill hospital beds. We now see that our mission is not instruction but rather that of producing learning with every student by whatever means work best.'... But institutions of higher education continue mistakenly to see, and treat, teaching and learning as equivalent... the assumptions underlying this view are both distressing and obvious. In the first place, only the student bears responsibility for learning and for linking or integrating learning that occurs (if it does) in various learning activities and experiences... the educational outputs of this teaching-centric view are damaging: a large percentage of what students have learned vanishes after the grades are in; almost half of students have learned vanishes after the grades are in; almost half of students who begin college never finish; and the results of national tests of college student achievement have been dismal for years. (18-20)

- 'Classes have their place in the calendar of events. As far as I can see, however, the drama of daily life revolves around clubs and teams and the getting and spending of social capital – the essence of the undergraduate experience' (35)
- For many undergraduates, it is in fact possible to get by academically without working very hard. Low academic expectations have become the accepted norm in campus life... The Center for Studies in Higher Education report concludes, 'The most plausible explanation for these findings is... that standards have fallen at postsecondary institutions in the United States'... 'the inescapable fact is that America is underperforming in higher education'... 'even as college attendance is rising, the performance of too many students is faltering. [College] is a revolving door for millions of students while the college years are poorly spent by many others'... The American Institutes for Research (AIR) found that 75 percent of two-year college students and 50 percent of four-year college students did not perform at proficient levels of literacy on tasks such as summarizing competing arguments in newspaper editorials or comparing competing credit card offers with differing interest rates. The same study found that 20 percent of college graduates had only basic quantitative skills; for example, they were unable to correctly calculate the total cost of an order of office supplies, figure their way through comparisons of ticket prices, or correctly sum the price of a salad plus a sandwich on a lunch menu. And a 2007 National Center for Education Statistics study found that only 31 percent of college graduates could read a complex book and take away lessons or messages from the text. (36-8)
- But those concerns must not overwhelm our recognition that certain kinds of important learning do occur in colleges of any type. In *How College Affects Students*, a landmark review of thirty years of research on college learning across all colleges and universities, Ernest Pascarella and Patrick Terenzini reported that simply going to college – any college – positively affects learning. Students leave with improved cognitive skills, greater verbal and quantitative competence, and more highly developed political, social, and religious attitudes and values. (38)

- Learning research tells us that both the process and the fact of intellectual and emotional growth can – and should – at times be unsettling, confusing, and disorienting... Like lake effect snow squalls, the debates, challenges, and different perspectives that inspire rethinking of anything from history to personal identity blow in unexpectedly, lower visibility, and disrupt plans. This is, of course, exactly what one wants; the squall clears, the dust settles, things look different, and a student grows... No endorsement of higher education should suggest that it will be always pleasant and affirming; no college education worth its name should try to be... those experiences stimulate adaptive responses that create a foundation for managing conflict and coping with stress later in life... Everything about higher learning is about openness to the world, the innumerable ideas and values held by others, and the exploration of many options, all in the service of making better sense of the world and our place in it. The point is to find one's own truth – to expand, build, and grow; to make one's own meaning of the complex welter of facts, figures, and narratives that tell the story of human life and purpose; to weigh as many points of view as necessary before determining one's own perspective; to find, test, and experience one's unique identity as a person in relation to oneself, others, society, and the world – and, then, in the end, to put it all together – to compose life, identity, and meaning for oneself. This is the educational purpose of the need to engage diversity of people, ideas, and experiences in college... It is neither indoctrination nor allegiance to any specific set of ideas or systems of thought that we should expect of college; on the contrary, the idea of higher education is centered in liberation – in introducing students to extraordinary freedom of the human mind. (52-3)
- Culture is a human construct. It is always built of shared values and implicit or explicit agreements among people who share some basis for interactions – historic, demographic, geographic, social, spiritual, economic, political, or, now, digital. Sometimes, but not always, those shared values or agreements are documented, as in the U.S. Constitution, the Declaration of Independence, the Bible, the bylaws of organizations, or the rules of engagement for the allowable use of certain social media. Usually, though, culture is created from less formal but deeply meaningful connections among people who feel the relational force of certain important bonds. So it is that culture change almost always starts with the most basic of human interactions – in conversations, which may be discussions between two or among several or a lot of people, in any format and through any medium, about an event, idea, or issue of shared concern. The conversations may be scholarly, rancorous, civil, calm, pointed, antagonistic, constructive, or angry; the only requirement – not such a requirement can actually be imposed – is that they be intentional such a requirement can actually be imposed – is that they be intentional (i.e., that they purposefully address concerns about a particular issue, such as the need for change in higher education). These conversations must occur repeatedly, involving as many people as possible from the whole spectrum of constituents concerned about an issue and connected as a culture. Over time, the outcomes from many of these discussions build a matrix, or web, of shared knowledge, experience, and analysis that may provide an impetus for actual change. This process of change must occur in and around institutions of higher education of all kinds, sizes, and purposes, wherever they are, however they are governed, and by whatever means they are funded... Still, the most important arena in which these conversations ultimately

have to occur is on campuses themselves. The country has the right to expect higher education to lead such a discussion. Administrators, academic leaders, faculty members, professional staff, and students, in various groups and combinations, should participate actively and contribute meaningfully to discussions about the quality and quantity of learning on their campus. The national conversation provides context, direction, and motive – but only many intimate and passionate conversations among colleagues can ground the discussion enough to give it the power to bring change... Patience on the part of those who instigated the process is essential (161-167)

Guinier, L. (2015). *The Tyranny of the Meritocracy*. Boston: Beacon Press.

This source explores the faults with universities as meritocracy, once we accept that our society is a meritocracy – primarily being that we exist within not only a meritocracy, but a testocracy. Our evaluation of merit is flawed. The fact that we value test scores more than morality or even grades shows that our primary concern is competition. The testocracy is a system that merely selects merit instead of cultivating it and favors the wealthy and the white above all else. This author argues that universities are merely competing with each other instead of fulfilling their obligation in our society and attempts to prove that they are doing otherwise, such as affirmative action, are false because they are only taken so far as the testocracy will allow.

- Harvard economist Amartya Sen defines ‘merit’ as an incentive system that rewards the actions a society values. Defining merit through students’ grades and test scores is evidence that our society values individual competition above all else (xi)
- Our universities have drifted away from their public mission to create active citizens in a democratic society. They have shifted their attention, instead, to that single moment in a student’s college (or law school) experience: the moment of admission. (4)
- The duty of our universities is to give students an educational experience in which merit is cultivated, not merely scored (4)
- Admissions to post-secondary education in Canada provide a stark contrast to the American system. In Malcom Gladwell’s New Yorker article ‘Getting In,’ he tells his own story of how, as a Canadian teenager, he applied to universities in his country. He recalls filling out an application one evening after dinner where he spent ‘probably... ten minutes’ ranking his preferred universities. He vaguely remembers filling out a supplemental list of interests and activities, and sent that in. His high school sent in his grades; there was no need for an SAT score or to ask anyone to write letters of recommendation. ‘Why would I? It wasn’t as if I were applying to a private club,’ he recounts... ‘there wasn’t a sense that anything great was at stake in the choice of which college we attended. The issue was whether we attended college, and – most important – how seriously we took the experience once we got there. I thought everyone felt this way. You can imagine my confusion, then, when I first met someone who had gone to Harvard. To illustrate the difference in approach represented by the United States and Canada, Gladwell uses the analogy of a modeling agency versus the Marine Corps. The Marine Corps, Gladwell writes, ‘doesn’t have an enormous admissions office grading applicants along four

separate dimensions of toughness and intelligence. It's confident that the experience of undergoing Marine Corps basic training will turn you into a formidable soldier.' Modeling agencies, on the other hand, sign on recruits because they are already beautiful (6-7)

- Nowhere is the gap between what the haves and the have-nots can do for their children to help them get into college more visible than in the test-preparation courses that presumably ensure that most notable attainment of the American Adonis: a high SAT score. The SAT, as the preeminent standardized test for college admission in the United States, best reflects our national obsession with the moment of college admission, rather than with the post-graduation missions of those who attend our colleges and universities. This despite the fact that SAT scores are accurate reflectors of wealth and little else. (10-11)
- The increasing reliance on standardized test scores as a status placement in society has created something alien to the very values of our democratic society yet seemingly with a life of its own: a testocracy. (13)
- Even the [SAT] makers do not claim it's a measure of smartness; all they claim is that success on the test correlates with first-year college grades (13)
- The College Board selected Professor Brigham to spearhead the design of a new, nationwide college entrance exam, and on June 23, 1926, Brigham oversaw the very first administration of what was then called the Scholastic Aptitude Test. News of the SAT's success eventually made its way up to Cambridge, Massachusetts, where James Bryant Conant presided as president of Harvard University... In 1934, Conant assigned two of his assistant freshman deans, Henry Chauncey and Wilbur J Bender, the task of identifying high-performing middle-class and ethnic-immigrant students for the possible receipt of need-blind scholarships to the university. The two men offered up Brigham's SAT as the optimal screen through which eligible candidates could be filtered. Conant accepted their recommendation, mandating that applicants take the test in order to be considered for scholarships... Harvard's adoption of the SAT subsequently set a new gold standard in the world of education. Chauncey went on to found the Educational Testing Service, in 1947, which has inherited the College Board's role as administrator of the SAT... By the 1950s, the College Board has grown to around three hundred members, and more than half a million students sat for the exam every year during that period. Test-preparation companies, such as Kaplan and the Princeton Review, thrived as a result of the SAT's rise, and 'much of the curriculum in American elementary and secondary education [was] reverse-engineered to raise SAT scores' to ensure admission to top universities... Lucy Calkins... referring to the most recently appointed president of the College Board... asks, 'The issue is: Are we in a place to let Dave Coleman control the entire K-12 curriculum' (16-7)
- This is not to say that the testocracy has continued to gain ground unabated. Close to either hundred colleges have decreased or eliminated reliance on high-stakes tests as the way to rank and sort students. In the current environment, however, moving away from merit by the numbers takes guts... The presidents of both Reed College and Sarah Lawrence College report experiencing forms of retribution for refusing to cooperate with the 'ranking roulette.'... students and parents often rely upon the rankings – reportedly produced only by Morse [director of data research for US News] and a handful of other writers and editors – as a proxy

for university quality. These rankings rely heavily on SAT scores for their calculations. Without such data available from, for example, Sarah Lawrence, which stopped using SAT scores in its admissions process in 2005, Morse calculated Sarah Lawrence's ranking by assuming an average SAT score roughly 200 points below the average score of its peer group... '[Director Morse] made it clear to me that he believes that schools that do not use SAT scores in their admission process are admitting less capable students and therefore should lose points on their selectivity index. (18)

- In 2004, economist Jesse Rothstein published an independent study that found only a meager 2.7 percent of grade variance in the first year of college can be effectively predicted by the SAT. (19)
- So, if the SAT does not measure aptitude – and if it doesn't even pretend to measure achievement- then what does it measure?... the SAT is actually more reliable as a 'wealth test' [see table for evidence of correlation]... parents... were spending \$30,000 to \$35,000 to prepare their children for college... When these students get in to a particular college we say that this process reflects the fairness of the meritocracy, ,but really it only reflects the fact that the elite dominate the entry to higher education... they may be smart, but they are not necessarily those most likely to contribute to our society; they simply come from families that have more money to pay people to prepare them for the SAT, to test-prep them for their high school grades, and to pay for viola lessons so they can stand out more in the admissions process... The SAT's most reliable value is its proxy for wealth. It is normed to white, upper-middle-class performance, as numerous studies have shown when the test is viewed through the lens of race and class. [see table for evidence of race correlation] (20-1)
- MUST PRINT OUT 22 - 23
- We see the problem of restricted access today in the new elite class, which passes on its privileges in the same way that the old elite from twentieth-century America passed on its privileges. But there is an even more worrisome aspect of the new elite. The old elite felt that it had inherited its privileges;... the old elite felt the need to give back through public service or a financial commitment to the greater good... The new elite, on the other hand, feels that it has earned its privileges, based on intrinsic, individual merit. The message, therefore, to those who are not part of this elite is 'You are stupid. You simply don't matter. I deserve all the advantages I'm granted.' This attitude manifests in the jobs that college grads now take... The top career choices of many male Harvard students – whether it is 2007 or 2013 – are severely lacking in any element of service. (24 – 25)
- Meaningful participation in a democratic society depends upon citizens who are willing to develop and utilize these three skills: collaborative problem solving, independent thinking, and creative leadership. But these skills bear no relationship to success in the testocracy. Aptitude tests do not predict leadership, emotional intelligence, or the capacity to work with others to contribute to society. All that a test like the SAT promises is a (very, very slight) correlation with first-year college grades. (26)
- In a seminal 1997 article, David Labaree argued that the educational enterprise in America is instructed by three primary goals. The first goal, 'democratic equality,' reflects society's interest

both in creating an informed and engaged citizenry and in promoting relative equality. The second goal, 'social efficiency,' emphasizes the necessity in a market-based economy of having productive and innovative laborers. The third goal, 'social mobility,' treats education as a commodity whose sole purpose is to advance individual standing in the hierarchy of societal order. The first two goals further the public interest, while the third goal unquestionably characterizes education as a 'private good,' the virtues of which are 'selective and differential rather than collective and equal.' Of course the third goal is what we have now, which is why, as Labaree points out, the acquisition of meaningless academic credentials... has become our paramount concern. (28)

- The purpose of colleges and universities has a public character. The vast majority of institutions of higher education say that directly in their 'mission statements.' (29)
- It is not about an affirmative action that refuses to challenge the current meritocracy but instead simply adapts, so that at the moment of admissions, a few students of color are selected and the burden is then placed on them to assimilate. It is not about an affirmative action that relieves universities of their responsibility to mentor and nurture their students. It is not about an affirmative action that wrongly holds at fault its so-called beneficiaries for the fundamental flaws of our test-driven merit system. Indeed, where affirmative action has failed, it has failed because it has not gone far enough to address the unfairness of both our current merit system and its wealth-driven definition of merit. (33)
- Affirmative action adapts to and operates within this meritocracy without disturbing its fundamental assumptions. Thus, affirmative action invariably replicates test-score-driven, individualized competition among students of color... Instead of providing presently disadvantaged African American students thoroughgoing access to higher education and genuine opportunities to have mentors and peers who nurture and reinforce their potential, many institutions simply achieve their stated goals of 'diversity' by admitting black students from high-income families, first- and second-generation black immigrants from Africa and the Caribbean, and biracial students who may not even identify as 'black.' (40)
- Affirmative action is not enough, by itself, to provide meaningful access to higher education (41)

Schrecker, E. (2010). *The Lost Soul of Higher Education*. New York: The New Press.

This source functions as an overview of how the university has shifted from a public service into a business and the impact it has had on the quality of the education. It is written from the perspective of a faculty member – this is something that makes me wary of bias but I also think it's an extremely important perspective to have.

- In reacting to the economic insecurities of the past forty years, the nation's colleges and universities have adopted corporate practices that degrade undergraduate instruction, marginalize faculty members, and threaten the very mission of the academy as an institution devoted to the common good (3)

- The perception, for example, that scientists are misrepresenting themselves and their work is a recent and disturbing phenomenon. It reflects the increasingly competitive atmosphere within the academy and the escalating pressure on faculty members to do more research, win more grants, and publish more articles. Similarly, Hong's dissatisfaction with his superiors' failure to consult the entire department before making an appointment speaks to the growing tendency of academic administrators to increase their own power at the expense of their faculties. Finally, and most important, Hong's concern about his department's reliance on part-time lecturers points to what is perhaps the most serious threat to American higher education today: the casualization of the academic labor force. More than 70 percent of all college-level instruction in the United States is now in the hands of contingent faculty members – part-time and full-time teachers with temporary contracts. (3)
- Over the years, the United States has become increasingly dependent upon its system of higher education. A college degree is central to the American dream. (4)
- The college campus has, in other words, replaced the frontier as the nation's most important social safety valve. In addition, universities also provide the research and training that make scientific progress... possible. There are nonmaterial benefits as well. The academy protects the American mind. In a world of sound bites and bullet points, the nation's campuses are among the last few places where it is still possible to deal with complicated ideas or entertain unorthodox opinions. (4)
- The threat to the academic community takes two forms: one is the ramping up of the traditional attacks on academic freedom in the wake of 9/11 and the recent culture wars, and the other is the corporate-style restructuring of American higher education. (4)
- The uniqueness and, some would say, the strength of the American system of higher education is its diversity... Unfortunately, however, that diversity has militated against the ability of the members of the academic profession to form a common front in their own defense and that of higher education as a whole. (5)
 - Since universities are in competition with each other and government doesn't play a large role in establishing any unity, there is no common good or common goal besides competition
- It would be satisfying to produce a happy ending. But at this point in the history of America's colleges and universities, it is hard to come up with one (7)
- Beginning in the late 1960s and 1970s, while most professors attended to their classes and careers, the institutions that housed them were evolving into ever more bureaucratized organizations with an increasingly market-oriented set of priorities that reinforced the university's long-standing hierarchical structures while weakening its traditional intellectual and educational commitments. (154)
- In recent years [American social forces] in particular the economic upheavals of the past thirty years along with the neoliberal assault on the welfare state, swept across the nation's campuses, not only threatening their financial security but also imposing new, and not necessarily academic, values. (154)

- Let us not romanticize the academic past. No golden age ever existed, nor have the nation's institutions of higher learning ever been isolated from change. In fact, despite the academy's longevity... change has been constant – certainly within the United States. The academy's mission has never been static. From the small religiously oriented training schools for clergymen and educated professionals of the eighteenth and early nineteenth centuries, America's institutions of higher learning have evolved into the multiversities... That evolution continues. 'Higher education today,' former Stanford president Donald Kennedy noted [in the 1970's], 'is challenged to fulfill a new and staggering burden. Always expected to make young people more skilled, mature, cultured, and more thoughtful, it is now seen as the motive power for regional economic improvement and even for international competitiveness. It is looked to for research underlying everything from better health care to military preparedness. And we are disappointed if it does not provide us with cultural inspiration and, on weekends, athletic entertainment.' Kennedy ignored... what is arguably the most important social function of American higher education: its value as a sorting mechanism. A BA or similar degree has become the main engine for economic mobility within the United States, required for entry into the retention within the middle class. For that reason, access to higher education has become and increasingly fraught issue. (155)
- In response to the demand for that all-important educational credential, the academy has grown enormously. But, again, that growth is nothing new; throughout the twentieth century, a national consensus in support of higher education led to ever increasing numbers of institutions, students, and professors (155-6)
- What money is to Wall Street... status is to the academy (156)
- Obsession with research has, its critics claim, seriously detracted from the quality of undergraduate education... Even so, as Sheila Slaughter and Larry Leslie observe, 'if faculty were offered more resources to teach more students, it is not clear that they would compete for these moneys with the same zeal with which they compete for external research dollars. (157)
- What Slaughter and Leslie identify as 'marketlike' activities, attempts on the part of the nation's colleges and universities to sell themselves and their services to whatever customers they can find. In the process, these institutions make structural changes that, whether intentional or not, diminish, if not eliminate, the power of the faculty (158)
- Two changes in particular had a major impact on higher education. One was the decline in the percentage of state funding in the budgets of the nation's public colleges and universities, and the other was the shift of federal aid to higher education from institutions in individuals. Both of these changes, as well as the increasing competition for research money, encouraged academic administrators to look more intensively for other sources of income (159)
- The University of Virginia, which gets only 8 percent of its income from the commonwealth, has already privatized its law and business schools and is thinking of leaving the state system altogether. The president of the University of Michigan – where state funding has declined from 70 percent in 1960 to 36 percent in 2000 – put the situation succinctly: 'We used to be state-supported, then state-assisted, and now we are state-located.' (160)

- Actually, despite their criticisms of some academic practices, most state legislators had not abandoned their support of higher education; they were simply caught in a fiscal bind... there was no other way to cover... expenses, many of which were mandated by law, colleges and universities did have another source of revenue: they could raise their tuitions. (160)
- Before we look at the institutional changes that the academy's increasing reliance on tuition income fostered, we cannot overlook its deleterious impact on the provision of access to postsecondary education and to the social mobility it affords. Even with the federal government backstopping financial aid and many schools offering deep discounts, the enormous rise in the cost of college has priced many otherwise qualified individuals out of higher education altogether (161)
- By the 1980s, as tuitions funded ever larger percentages of their budgets, academic administrators became concerned about attracting paying customers and began to focus on boosting – or at least maintaining – their enrollments. They began, in other words, to market themselves. (162)
- As schools scrambled to increase enrollments, they became caught up in what a recent study calls an 'amenities arms race' that devoted considerable resources to improving the lives of undergraduates outside of class. They provided state-of-the-art computers, elaborate fitness centers, and gourmet dining facilities. They also expanded student services and introduced big-time athletic programs. They did not, however, increase their support for the academic side of the institution – except, of course, for the recruitment of faculty stars. Students now had to be catered to... They could not, for example, receive poor grades. Grad inflation... owes more to the need to placate – and thus retain – tuition-paying undergraduates than it does to their increasing intellectual prowess or the wishy-washy behavior of left-wing ideologues. (163)
- The transformation of students into consumers changed the curriculum. Except at the very top tier of elite colleges and universities... vocational education edged out the traditional liberal arts... as the cost of college rose, students and their parents began to demand that education lead directly to employment (163)
- This proliferation of academic bureaucrats owes much to the developments we've already examined. As colleges and universities competed for higher enrollments, lobbied for state and federal aid, and looked to the corporate sector for research grants, they hired more staff members to handle the load. The federal government, because it forced schools to generate huge amounts of paperwork, was largely responsible for this expansion... But federal regulations account for only part of the administrative bloat. Think as well of all the nonacademic operations that take place on the nation's campuses. Bookstores, dining halls, athletic teams, publishing houses – all require considerable managerial capacity. (178)
- Besides the routine business of higher education, the amount of litigation facing American colleges and universities has also mushroomed (179)
- Whether academic administrations expanded because they had gained more power or whether they gained more power because they had increased in size, it is clear that they have taken on ever greater responsibilities for running their institutions. Again, much of this is the result of the fiscal crisis of the 1970s. As colleges and universities struggled to keep afloat, they looked to the

business sector for financial solutions, often bringing in managers from private companies to handle their affairs. (180)

- External pressures for accountability are posing additional problems for higher education, especially when administrators respond to those pressures without sufficient consultation with their faculties... After tuitions rose 35 percent at private schools and 51 percent at public ones between 1995 and 2005, politicians, journalists, parents, students, and ordinary citizens began to ask how effectively the nation's colleges and universities are spending the taxpayers' dollars. At the same time, confronted with data that participation levels are falling behind those in other industrialized countries while graduation rates are also lagging, these folks want to know whether the academy is actually fulfilling its educational mission. (184)
- The academic establishment is giving in. Instead of mounting a campaign to explain what really ails higher education and how the states' dwindling support for their public colleges and universities has contributed to their perceived defects, much of the academy's official leadership is scrambling to show that it can evaluate itself... As it now stands, the process of assessing student progress all too often turns into additional paperwork that is submitted to accreditation agencies and then gets filed away. Here, for example, is the testimony of a CUNY professor who views his administration's current demands for accountability as a way 'to torture the faculty. The need for measures of assessment... really takes up a lot of time and... creates... greater resentment of the obligation and drains energy.' (185)
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Bloom, A. (1987). *The Closing of the American Mind*. New York: Simon & Schuster Paperbacks.

Many things about the source were insightful and eye opening but others were obtuse and clearly written from a blindly privileged perspective. This text made me question some things about my piece as a whole, such as whether refusing to make a judgement call on the quality of our education and only presenting the facts is a moral and truthful act or an immoral and incomplete one. At the same time he stated that what we're doing is basically all education needs – asking the right questions, recognizing our situation, and talking about it. The author also pointed out some major differences between American society and the rest of the world, primarily the fact that America no longer has culture or values or history because we have submitted to moral relativism. This lack of values leaves universities with no common ground and their students with no ideals. He also speaks a lot to the essential role that education has in forming men. This perspective certainly has some truth in it but also comes from an elitist view on the world, one that other privileged white men like Emerson were able to overcome. In addition, the author has chapters on how feminism is ruining education and how the black power movement keeps racism alive by exiling themselves, making me further question his judgement and knowledge. But on the issues of humans in America he certainly challenged my thinking and broadened my perspective.

- There is no need to prove the importance of education; but it should be remarked that for modern nations, which have founded themselves on reason in its various uses more than did

any nations in the past, a crisis in the university, the home of reason, is perhaps the profoundest crisis they face. (22)

- Almost every student entering the university believes, or says he believes, that truth is relative. (25)
- The danger they have been taught to fear from absolutism is not error but intolerance. Relativism is necessary to openness; and this is the virtue, the only virtue, which all primary education for more than fifty years has dedicated itself to inculcating. Openness... is the great insight of our times... The point is not to correct the mistakes and really be right; rather it is not to think you are right at all. (25-6)
- The students, of course, cannot defend their opinion... The purpose of their education is not to make them scholars but to provide them with a moral virtue – openness. (26)
- Every educational system has a moral goal that it tries to attain and that informs its curriculum. It wants to produce a certain kind of human being... Always important is the political regime, which needs citizens who are in accord with its fundamental principle... Democratic education, whether it admits it or not, wants and needs to produce men and women who have the tastes, knowledge, and character supportive of a democratic regime... appealing to each man's reason, was the goal of the democratic man... This was an entirely new experiment in politics, and with it came a new education. This education has evolved in the last half-century from the education of democratic man to the education of the democratic personality. (26-7)
- The palpable difference between these two can easily be found in the changed understanding of what it means to be an American. The old view was that, by recognizing and accepting man's natural rights, men found a fundamental basis of unity and sameness... There was a tendency, if not a necessity, to homogenize nature itself. (27)
- The recent education of openness has rejected all that... It does not demand fundamental agreement or the abandonment of old or new beliefs in favor of the natural ones. It is open to all kinds of men, all kinds of life-styles, all ideologies. There is no enemy other than the man who is not open to everything. But when there are no shared goals or vision of the public good, is the social contract any longer possible? (27)
- Error is indeed our enemy, but it alone points to the truth and therefore deserves our respectful treatment (43)
- Nietzsche... argued that the spirit's bow was being unbent and risked being permanently unstrung. Its activity, he believed, comes from culture, and the decay of culture meant not only the decay of man in this culture but the decay of man simply. (51)
- America was not... a people with a book... an American was a man of rational principles... Reciprocal recognition of rights needs little training, no philosophy, and abstracts from all differences of national character. Americans were, in effect, told they could be whatever they wanted to be or happened to be as long as they recognized that the same applied to all other men and they were willing to support and defend the government that guaranteed that dispensation. It is possible to become an American in a day. (53)
- Most students also participated in a remarkably unified and explicit political tradition that possesses one writing known to everyone and probably believed by most, the Declaration of

Independence. Contrary to much contemporary wisdom, the United States has one of the longest uninterrupted political traditions of any nation in the world. What is more, that tradition is unambiguous; its meaning is articulated in simple, rational speech that is immediately comprehensible and powerfully persuasive to all normal human beings. America tells one story: the unbroken, ineluctable progress of freedom and equality... But the unity, grandeur and attendant folklore of the founding heritage was attacked from so many directions in the last half-century that it gradually disappeared from daily life and from textbooks... The leading ideas of the Declaration began to be understood as eighteenth-century myths or ideologies... Thus, openness has driven out the local deities... There is no immediate, sensual experience of the nation's meaning or its project (55-6)

- As Tocqueville put it, in a democracy tradition is nothing more than information. With the 'information explosion,' tradition has become superfluous. As soon as tradition has come to be recognized as tradition, it is dead, something to which lip service is paid in the vain hope of edifying the kids. In the United States, practically speaking, the Bible was the only common culture, one that united simple and sophisticated, rich and poor, young and old... With its gradual and inevitable disappearance, the very idea of such a total book and the possibility and necessity of world-explanation is disappearing. And fathers and mothers have lost the idea that the highest aspiration they might have for their children is for them to be wise... Specialized competence and success are all that they can imagine. (58)
- Almost everyone in the middle class has a college degree, and most have an advanced degree of some kind. Those of us who can look back to the humble stations of our parents or grandparents, who never saw the inside of an institution of higher learning, can have cause for self-congratulation. But-inevitably but-the impression that our general populace is better educated depends on an ambiguity in the meaning of the word education, or a fudging of the distinction between liberal and technical education. A highly trained computer specialist need not have had any more learning about morals, politics or religion than the most ignorant of persons... [in our grandparent's generation] there was a respect for real learning, because it had a felt connection with their lives. This is what a community and a history mean a common experience inviting high and low into a single body of belief. I do not believe that my generation, my cousins who have been educated in the American way, all of whom are M.D.s or Ph.D.s, have any comparable learning. (59-60)
- What books really count for [you]? (62)
- I had prepared him to see. Then he could begin thinking for himself with something to think about... Education in our times must try to find whatever there is in students that might yearn for completion, and to reconstruct the learning that would enable them autonomously to seek that completion. (63)
- Idealism as it is commonly conceived should have primacy in an education, for man is a being who must take his orientation by his possible perfection. To attempt to suppress this most natural of all inclinations because of possible abuses is, almost literally, to throw out the baby with the bath. Utopianism is, as Plato taught us at the outset, the fire with which we must play because it is the only way we can find out what we are. We need to criticize false understanding

of Utopia, but the easy way out provided by realism is deadly. As it now stands, students have powerful images of what a perfect body is and pursue it incessantly. But deprived of literary guidance, they no longer have any image of a perfect soul, and hence do not long to have one. They do not even imagine that there is such a thing (67)

- Civilization or, to say the same thing, education is the taming or domestication of the soul's raw passions – not suppressing or excising them, which would deprive the soul of its energy – but forming and informing them as art. The goal of harmonizing the enthusiastic part of the soul with what develops later, the rational part, is perhaps impossible to attain. But without it, man can never be whole. (71)
- Education is not sermonizing to children against their instincts and pleasures, but providing a natural continuity between what they feel and what they can and should be. (80)
- It is a new degree of isolation that leaves young people with no alternative to looking inward... Tocqueville describes the tip of the iceberg of advanced egalitarianism when he discusses the difficulty that a man without family lands, or a family tradition for whose continuation he is responsible, will have in avoiding individualism and seeing himself as an integral part of a past and a future, rather than as an anonymous atom in a merely changing continuum. The modern economic principle that private vice makes public virtue has penetrated all aspects of daily life in such a way that there seems to be no reason to be a conscious part of civic existence. (84-5)
- When a child goes away to college, it is really the beginning of the end of his vital connection with his family, though he scarcely realizes it at the time. Parents have little authority over their children when they leave home, and the children are forced to look outward and forward... American geography plays a role in this separation. This is a large country, and people are very mobile, particularly since World War II and the expansion of air travel. Practically no student knows where he is going to live when he has completed his education. Very likely it will be far away from his parents and his birthplace. (86-7)
 - College uproots American students more than many other countries
- What image does a first-rank college or university present today at a teen-ager leaving home for the first time, off to the adventure of a liberal education? He has four years of freedom to discover himself – a space between the intellectual wasteland he has left behind and the inevitable dreary professional training that awaits him after the baccalaureate. In this short time he must learn that there is a great world beyond the little one he knows, experience the exhilaration of it and digest enough of it to sustain himself in the intellectual deserts he is destined to traverse... These are the charmed years when he can, if he so chooses, become anything he wishes and when he has the opportunity to survey his alternatives, not merely those current in his time or provided by careers, but those available to him as a human being. The importance of these years for an American cannot be overestimated. They are civilization's only chance to get him. (336)
- In looking at him we are forced to reflect on what he should learn if he is to be called educated; we must speculate on what the human potential to be fulfilled is... What are we to teach this person? The answer may not be evident, but to attempt to answer the question is already to philosophize and to begin to educate... It is childishness to say, as some do, that everyone must

be allowed to develop freely, that it is authoritarian to impose a point of view on the student. In that case, why have a university?... The university has to stand for something. The practical effects of unwillingness to think positively about the contents of a liberal education are, on the other hand, to ensure that all the vulgarities of the world outside the university will flourish within it, and, on the other, to impose a much harsher and more illiberal necessity on the student – the one given by the imperial and imperious demands of the specialized disciplines unfiltered by unifying thought. (336-7)

- There is no vision, nor is there a set of competing visions, of what an educated human being is. The question has disappeared, for to pose it would be a threat to the peace (337)
- University officials have had somehow to deal with the undeniable fact that the students who enter are uncivilized, and that the universities have some responsibility for civilizing them. If one were to give a base interpretation of the schools' motives, one could allege that their concern stems from and self-interest... For a time the great moral consciousness alleged to have been fostered in students by the great universities, especially their vocation as gladiators who fight war and racism, seemed to fulfill the demands of the collective university conscience... ill-educated young people with no intellectual tastes-unaware that there even are such things, obsessed with getting on with their careers before having looked at life (341)
- There are two typical responses to the problem. The easiest and most administratively satisfying solution is to make use of what is already there... i.e., take one or more courses in each of the general divisions of the university... The courses are almost always the already existing introductory courses... It is general education, in the sense in which a jack-of-all-trades is a generalist. He knows a bit of everything and is inferior to the specialist in each area. Students may wish to sample a variety of fields, and it may be good to encourage them to look around and see if there is something that attracts them in one of which they have no experience. But this is not a liberal education and does not satisfy any longing they have for one. It just teaches that there is no high-level generalism, and that what they are doing is preliminary to the real stuff and part of the childhood they are leaving behind. Thus they desire to get it over with and get on with what their professors do seriously. Without recognition of important questions of common concern, there cannot be serious liberal education, and attempts to establish it will be but failed gestures. (342-3)
- Liberal education should give the student the sense that learning must and can be both synoptic and precise. (343)
- The crisis of liberal education is a reflection of a crisis at the peaks of learning, an incoherence and incompatibility among the first principles with which we interpret the world, an intellectual crisis of the greatest magnitude, which constitutes the crisis of our civilization. But perhaps it would be true to say that the crisis consists not so much in this incoherence but in our incapacity to discuss or even recognize it. (346)
- The professors of humanities are in an impossible situation... Like it or not, they are essentially involved with interpreting and transmitting old books, preserving what we call tradition, in a democratic order where tradition is not privileged. They are partisans of the leisured and beautiful in a place where evident utility is the only passport. Their realm is the always and the

contemplative, in a setting that demands only the here and now and the active... By definition they are out of it (353)

- The natural sciences are able to assert that they are pursuing the important truth, and the humanities are not able to make any such assertion. That is always the critical point. Without this, no study can remain alive. Vague insistence what without the humanities we will no longer be civilized rings very hollow when no one can say what 'civilized' means, when there are said to be many civilizations that are all equal. The claim of 'the classic' loses all legitimacy when the classic cannot be believed to tell the truth... There is an enormous difference between saying, as teacher once did, 'You must learn to see the world as Homer or Shakespeare did,' and saying, as teachers now do, 'Homer and Shakespeare had some of the same concerns you do and can enrich your vision of the world.' In the former approach students are challenged to discover new experiences and reassess old; in the latter, they are free to use the books in any way they please. (373 – 4)
- They represent what the university has to say about man and his education, and they do not project a coherent image... It is difficult to imagine that there is either the wherewithal or the energy within the university to constitute or reconstitute the idea of an educated human being and establish a liberal education again. However, the contemplation of this scene is in itself a proper philosophic activity... The questions are all there. They only need to be addressed continuously and seriously for liberal learning to exist; for it does not consist so much in answers as in the permanent dialogue... Men may live more truly and fully in reading Plato and Shakespeare than at any other time, because then they are participating in essential being and are forgetting their accidental lives. The fact that this kind of humanity exists or existed, and that we can somehow still touch it with the tips of our outstretched fingers, makes our imperfect humanity, which we can no longer bear, tolerable. (380)
- The real community of man, in the midst of all the self-contradictory simulacra of community, is the community of those who seek the truth, of the potential knowers, that is, in principle, of all men to the extent they desire to know. But in fact this includes only a few, the true friends, as Plato was to Aristotle at the very moment they were disagreeing about the nature of the good. Their common concern for the good linked them; their disagreement about it proved they needed one another to understand it. They were absolutely one soul as they looked at the problem. This, according to Plato, is the only real friendship, the only real common good. It is here that the contact people so desperately seek is to be found (381)
- I still believe that universities, rightly understood, are where community and friendship can exist in our times. Our thought and our politics have become inextricably bound up with the universities, and they have served us well, human things being what they are. But for all that, and even though they deserve our strenuous efforts, one should never forget that Socrates was not a professor (382)

(1947). *Higher Education for American Democracy, A Report of the President's Commission on Higher Education*. New York: Harper & Brothers Publishers.

As a government review of higher education, this source provides a biased but important and fascinating perspective on higher education. It does not claim that our system of education is perfect, rather it puts the majority of the blame for its faults on the public pressure and universities kneeling to that pressure. It also weighs the pros and cons of the situation a more than most sources – pointing out how higher education’s lack of focus is partly due to the diversity of universities which has positive elements as well. And this text is honest about the fact that when goals are obscure, institutions turn to concrete test scores which do not actually serve the university’s purpose and instead helps fuel competition between universities.

- In the modern world, colleges and universities have assumed an importance far beyond their role in earlier times. They are now the country’s chief supplier of three ingredients essential to national progress – new discoveries in science, technology, and other fields of inquiry; expert knowledge of the kind essential to the work of most important institutions; and well-trained adults with the skills required to practice the professions, manage a wide variety of organizations, and perform an increasing proportion of the more demanding jobs in an advanced, technologically sophisticated economy. In addition, they help to strengthen our democracy by educating its future leaders, preparing students to be active, knowledgeable citizens, and offering informed critiques of government programs and policies. Not least, they supply the knowledge and ideas that create new industries, protect us from disease, preserve and enrich our culture, and inform us about our history, our environment, our society, and ourselves. Because of the essential role that colleges and universities play, almost everyone has a stake in having them perform well. By several measures, they have succeeded handsomely. In a recent [source from 1950s] ranking compiled by a group of Chinese scholars, all but three of the twenty highest-rated universities in the world were located in the United States. More than half of all Nobel laureates in science and economics since World War II did their most important work while serving on faculties in this country... Because of these achievements, more and more nations are adapting their systems of higher education to conform more closely to our model... (1-2)
 - Wow this author actually thinks we’re doing well
- Ironically, however, this newfound prominence has brought many problems in its wake. No longer are colleges and universities left to function more or less as they please... Whatever the world may think about the quality of American colleges and universities, the public here at home is far from satisfied. Parents feel that tuitions are too high and that too little is done to hold down costs. Their children struggle to repay the loans incurred to pay for their college education. Legislators complain of waste and inefficiency, of low graduation rates, of a reluctance to be held accountable for performance. Employers grumble that far too many graduates cannot write clearly, think analytically, work collaboratively, deal with other people effectively, or observe proper ethical standards. (2)
 - Haha these are the same problems we have now. This is gonna be fuckin millennials all over again
- Some colleges pursue a single goal; most universities have several. Where multiple goals exist, they may conflict with each other or complement one another. How wisely individual colleges

and universities select their aims and what kinds of programs they create in order to achieve them have a lot to do with how effectively they perform, and how well the system as a whole meets the full range of needs that society expects it to serve. (8)

- America's initial venture in the realm of higher learning gave no hint of future accomplishments. Nor could the handful of young men who arrived in Cambridge, Massachusetts, in 1638 to enter the nation's first college have had the faintest idea of what the future had in store for American universities. Before the year was out, the head of that tiny institution, Nathaniel Eaton, had been charged with assault for beating a tutor almost to death, while his wife stood accused of serving too little beet to the students and adulterating their food. Master Eaton was eventually dismissed and promptly fled, allegedly taking much of the endowment with him, whereupon the college shut down for an entire academic year. (9)
- Because private colleges and universities rarely receive direct funding from their state legislature, they are usually free of any control by state officials over their budgets or tuitions. Public universities are in a far different position, since they have always received substantial sums from their state legislature or municipality. For several decades, however, these subsidies have been diminishing as a percentage of the operating budgets of state universities. In fact, several leading public universities now obtain a smaller fraction of their total budget from their state than they do from tuition payments or federal research grants (17)
- In 1996, a Canadian professor, Bill Readings, published a book with the provocative title *The University in Ruins*. The message of the book was that universities were in serious disarray because they no longer had a single unifying purpose to guide their activities. In earlier times, he explained, they had acted 'as producer, protector, and inculcator of an idea of national culture.' Now that globalization had spread and nation-states seemed less important, this role had lost much of its meaning. In its absence, he claimed, academic programs proliferated without any underlying goal save the pursuit of 'excellence,' which, of course, wasn't a goal at all but merely a standard, and so vague a standard that it gave no genuine guidance. Amid the ensuing confusion, Readings saw nothing to replace the earlier purpose. Instead, he suggested only that campuses become a forum for an ongoing debate about the mission of the university in a muddled, contested world. (29)
- Purposes help to focus effort and set priorities... American colleges and universities do not have a single goal... however, this is not a recent development. Our universities have not had a single, unifying purpose for well over one hundred years. (29)
- Until the Civil War, most colleges in this country did have only one aim – to educate an elite group of young men for the learned professions and positions of leadership in society. Toward this end, they sought to discipline the mind and build the character of their students by means of a rigidly prescribed curriculum, a strict disciplinary code, and a concern for religious reinforced by compulsory attendance at chapel. In the last half of the nineteenth century, however, this unity of purpose began to lose favor and give way to three separate movements, each with its own animating goal. The first of the new movements was inspired by the need to prepare students for a useful occupation. The growth of the American economy and its rapid industrialization brought increasing demands for practical training... In 1862, Congress passed

the Morrill Act, promoting the development of land-grant universities that would give instruction in agriculture and the mechanical arts... The second movement featured an explicit emphasis on research. Johns Hopkins led the way in 1876 with the founding of a graduate school dedicated to research and training students for careers of scientific inquiry and scholarship... The third movement in American higher education grew out of the earlier effort to educate an elite. Its center lay in the humanities. Members of the faculty who shared this aim dedicated themselves to cultivating the minds of undergraduates through a well-rounded, liberal education while also producing scholarly works on literature, foreign languages, history, and philosophy. Not every institution of higher learning embraced all three movements... After World War II, however, more and more liberal arts colleges felt compelled to add vocational majors in order to compete with public universities for students. (28-9)

- In recent decades, two newer purposes have attracted wide support in addition to the three already mentioned. To begin with, as the society has grown more complex and ever more dependent on specialized knowledge, universities have increasingly engaged in a variety of service activities – offering technical advice and expertise to local businesses, government agencies, school systems, and other organizations; developing affordable housing in their neighborhoods; helping to build universities overseas; and releasing faculty members for periods of full-time public service... An even later addition to the purposes of research universities is the deliberate encouragement of local, regional, and even national economic development. (30)
- The culmination of this process was the ‘multiverstiy,’ ... far from floundering in confusion and falling into ruins as Readings claimed, has grown and prospered to become a model for other countries throughout the world... In many ways, pursuing several purposes at once has proved especially advantageous to universities because the different aims often complement one another to produce a whole greater than the sum of its parts. (31)
- While colleges and universities have benefited from the synergies derived from pursuing several goals at once, such a strategy is not without risks. For one thing, multiple goals sometimes conflict with one another. (32)
- The more objective and measurable the goals, the more attractive they will seem to those in charge. As a result, presidents and trustees frequently look to such tangible signs of progress as growth in the size of the endowment, or gains in the average SAT or ACT scores of incoming freshmen, or new buildings built and new programs begun. Such achievements do not necessarily reflect genuine improvement in teaching, learning, and research. But in the absence of better measures, they seem to offer concrete evidence of forward movement and success. Such calculations help to bring about an evolution on the part of many institutions from community colleges to comprehensive universities, and, eventually, in some cases, to research universities (35)
 - This is an extremely different perspective on our measurement of universities than other sources have provided
- The quest for greater prestige can lead to the neglect of more important needs that do not happen to rank high among the conventional measures of success. The most substantial

contribution that community colleges can make is not to grow into four-year institutions but to become more effective in educating and graduating their existing students (37)

- &&& they counter their own point
- The point is not that colleges and universities should stop competing with one another or give up striving to improve. Far from it... The problem lies in defining 'best' by emphasizing the test scores students bring with them when they enter rather than how much they learn after they arrive, or thinking that research must necessarily matter more than teaching, or caring more about the number of articles professors publish than about the quality and originality of what they write. The tendency to equate progress with prestige has intensified in recent decades with the advent of periodic rankings of colleges and universities in publications such as U.S. News & World Report (38)
- Robert Maynard Hutchins once declared that 'it is a good principle of educational administration that a college or university should do nothing that any other agency can do as well. Despite this admonition, universities frequently disregard the advice and undertake new activities that others could perform as well or better. Many of these ventures are costly and complicated, and consume much time and energy on the part of academic leaders. (39)
 - Mentioned examples:
 - Intercollegiate athletics
 - Teaching hospitals
 - Programs initiated not because of their contribution to the mission of the institution but for another motive
 - Please a donor
 - Attract prestigious professor
 - Keep prestigious professor
 - Programs undertaken not because of their potential contribution to research or their educational value but primarily to generate revenue to help pay for other programs in the university

Bok, D. (2013). *Higher Education in America*. Princeton: Princeton University Press.

This source is focused on the role that education *must* have in a democracy, rather than the one it *does* have in ours. This is off point slightly for our question but I think it is a source that provides a comprehensive, bullet pointed list which will get us thinking about all of the different ways that education is essential to a democracy other than the obvious reason: a voting public can only function positively if the public is informed about what they're voting for.

- An educational system finds its guiding principles and ultimate goals in the aims and philosophy of the social order in which it functions (5)
- American society is a democracy: that is, its folkways and institutions, its arts and sciences and religions are based on the principle of equal freedom and equal rights for all... The law of the land,... is one instrument by which a democratic society establishes, maintains, and protects this equality among different persons and groups. The other instrument is education, which, as all

the leaders in the making of democracy have pointed out again and again, is necessary to give effect to the equality prescribed by law (5)

- Education is indispensable to the maintenance and growth of freedom of thought, faith, enterprise, and association. Thus the social role of education in a democratic society is at once to insure equal liberty and equal opportunity to differing individuals and groups, and to enable the citizens to understand, appraise, and redirect forces, men, and events as these tend to strengthen or weaken their liberties (5)
- Education is the making of the future. Its role in a democratic society is that of critic and leader as well as servant; its task is not merely to meet the demands of the present but to alter those demands if necessary, so as to keep them always suited to democratic ideals. Perhaps its most important role is to serve as an instrument of social transition, and its responsibilities are defined in terms of the kind of civilization society hopes to build (6)
- To preserve our democracy we must improve it (9)
- The first goal in education for democracy is the full, rounded, and continuing development of the person (9)
- A free society is necessarily composed of free citizens, and men are not made free solely by the absence of external restraints. Freedom is a function of the mind and the spirit. It flows from strength of character, firmness of conviction, integrity of purpose. It is channeled by knowledge, understanding, and the exercise of discriminating judgment. It consists of freedom of thought and conscience in action. Free men are men who not only insist on rights and liberties but who of their own free will assume the corresponding responsibilities and obligations. If our colleges and universities are to graduate individuals who have learned how to be free, they will have to concern themselves with the development of self-discipline and self-reliance, of ethical principles as a guide for conduct, of sensitivity to injustice and inequality, of insight to human motives and aspirations, of discriminating appreciation of a wide range of human values, of the spirit of democratic compromise and cooperation. (9-10)
- To preserve everybody's right to life, liberty, and the pursuit of happiness, then, we need first to become aware of the fact that there is no longer room for isolationism in any successful life, personal or national. No man can live to himself alone, expecting to benefit from social progress without contributing to it. Nor can any group in our society, organized or unorganized, pursue purely private ends and seek to promote its own welfare without regard to the social consequences of its activities. (10)
- Toward these ends, higher education must inspire its graduates with high social aims as well as endow them with specialized information and technical skill. Teaching and learning much be invested with public purpose (11)
- It is the responsibility of higher education to devise programs and methods which will make clear the ethical values and the concept of human relations upon which our political system rests (12)
- Only by seeing today's democracy in the light of our vision of democracy as it can be will we come to appreciate the size of the job that remains to be done. It is a task to challenge the energies of young people and one that is worthy of their passionate devotion. (13)

- It becomes, then, an urgent task for our scholars and our teachers to restate and revivify the ideals of democracy... so that it may remain a living faith and an inspiring dream for the American people (13)
- Classroom teaching of the American tradition, however excellent, will not weave its spirit into the innermost fiber of the students... Democracy must be lived to be thoroughly understood... Young people cannot be expected to develop a firm allegiance to the democratic faith they are taught in the classroom if their campus life is carried on in an authoritarian atmosphere (14)
- Education for peace is the condition of our survival (15)
- American institutions of higher education have an enlarged responsibility for the diffusion of ideas in the world that is emerging. They will have to help our own citizens as well as other peoples to move from the provincial and insular mind to the international mind (15)
- For effective international understanding and cooperation we need to acquire knowledge of, and respect for, other peoples and their cultures... We must learn to admit the possible worth of human values and ways of living we ourselves do not accept (17)
- There is urgent need for a program of education for world citizenship that can be made a part of every person's general education (20)
- It is imperative that we find not only the will but the ways and means to reorder our lives and our institutions so as to make science and technology contribute to man's well-being rather than to his destruction... We must bring out social skills quickly abreast of our skills in natural science. (21)
- It is the peculiar responsibility of the colleges to train personnel and inaugurate extensive programs of research in social science and technology. (22)

Appendix B

School

A site-specific, durational, devised piece about the role of higher education in America led by Melissa Carter

Audition Date: Sunday, September 11

Preparation: No material required. Just read the Proposal for the piece.

Looking for: 2-5 humans with a genuine interest in investigating higher education who want to come play with me. Due to the subject and nature of this piece, Freshmen will not be considered.

Conflicts with: Guys and Dolls, extracurricular activities outside of the theatre program that consistently meet late at night and on weekends such as acapella groups

Commitment:

9/19 – 10/28: at least 3 rehearsals per week, including the Viewpoints Workshop Fridays from 3-5PM. In addition, participants will be expected to read 2-3 articles per week.

10/28 – 12/16: either 3+ rehearsals per week (including the Viewpoints Workshop) with composition work outside the workshop or 4+ rehearsals per week without outside work.

1/8 – performance: rehearsals increase to 5+ per week. The Viewpoints Workshop will no longer be occurring.

Ensemble performs by 2/28.

Rehearsals will be scheduled around other commitments as much as possible and will likely take place on weekends and late at night during the week.

For this audition there will be 2, 1 hour time slots. Please select one and plan to attend the entirety of the time slot.

If you are not able to attend this audition, but are interested in being considered for the ensemble, please email melissacarter13@gmail.com to set up an interview.

Thank you!

6PM – 7PM

- 1.
- 2.

- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

7PM – 8PM

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Appendix C

An excerpt from The American Scholar by Emerson

The Theory of books is noble. The scholar of the first age received into him the world around; brooded thereon; gave it the new arrangement of his own mind, and uttered it again. It came into him, life; it went out from him, truth. It came to him, short-lived actions; it went out from him, immortal thoughts. It came to him, business; it went from him, poetry. It was dead fact; now, it is quick thought. It can stand, and it can go. It now endures, it now flies, it now inspires. Precisely in proportion to the depth of mind from which it issued, so high does it soar, so long does it sing.

What's in These Books that have Come to Me by Ed Skoog

What's in these books that have come to me

although they don't belong to me
I don't think

to whom then should they be delivered
also I don't know why
piled on my desk they came to me

mostly paperback

the books smell like someone's
house is burning in the dusk

it is like having been given a hand
no a shell
bone shards from the cemetery

at the end of the bus line to cemetery hill

for books are territory of the hand
these handed up by hands that shook my spine

what is in this body that has come to me
although I don't think it is properly mine
to whom should it be delivered

why to me I also don't know

by what design
as though at the end of another way

I've been given a footprint
to trap between my hand

Appendix D

September 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16 Workshop 3:30-5:30PM, viewpoints introduction	17
18 Rehearsal 1PM-3PM, discuss rehearsal schedule & devising process, homework: material on tectonic theatre & gob squad	19	20	21	22 Rehearsal 10PM-11:30PM, moments & discuss devising process	23 Workshop 3:30-5:30PM, viewpoints introduction, homework: viewpoints book chapter 1	24
25 Rehearsal 10AM-Noon, discuss gob squad, list and compose college stereotypes, homework: read The American Scholar, Books	26	27	28	29 Rehearsal 10PM-11:130PM, moments & discuss readings, homework: read Books and the American Scholar, Transformative Learning	30 Workshoip 3:30-5:30, viewpoints, homework: read Chapter 4 viewpoints book	Notes:

October 2016							Nov 2016 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
						1	
2 Rehearsal 10AM-Noon, moments & discuss readings, homework: read death by degrees, Adonis with a pimple	3	4	5	6 Rehearsal 10PM-11:30PM, moments & discuss readings, homework: read democracy, meritocracy, and the uses of education	7 Workshop 3:30-5:30PM, viewpoints, homework: read Chapter 5 of the viewpoints book	8	
9 Rehearsal 10AM-Noon, moments & discuss readings, homework: read is meritocracy fair	10	11	12	13 Rehearsal 10PM-11:30PM, moments & discuss readings, homework: read unraveling the myth of meritocracy	14 Workshop 3:30-5:30PM, viewpoints, putting individual viewpoint together, homework: read chapter 6 of viewpoints book	15	
16 Rehearsal 10AM-Noon, moments & discuss readings, homework: read changing structure of higher ed, aptitude or achievement	17	18	19	20	21 Workshop 3:30-5:30PM, viewpoints group improv, homework: read Chapter 7 of Viewpoints Book	22	
23 Rehearsal 10AM-Noon, moments & discuss readings, homework: read education without learning, higher learning	24	25	26	27 Rehearsal 10PM-11:30PM, moments & discuss readings, homework: read testocracy and affirmative action, education for a better world	28 Workshop 3:30-5:30PM, viewpoints compositions, homework: read Chapter 11 of Viewpoints Book	29	
30 Rehearsal 10AM-Noon, moments & discuss readings, homework: read purposes growth and limits, from testocratic to democratic merit	31	Notes:					

November 2016						
◀ Oct 2016						Dec 2016 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3 Rehearsal 10PM-11:30PM, moments & discuss readings	4 Workshop 3:30-5:30PM, viewpoints, take a loop	5
6 Rehearsal 10AM-Noon, stage Harrison Bergeron	7	8	9	10 Rehearsal 10-11:30PM, Discuss election and education	11 Workshop 3:30-5:30PM, viewpoints	12
13 Rehearsal 10AM-Noon, discuss and devise pieces around Merit	14	15	16	17 Rehearsal 10-11:30PM, discuss and devise pieces, homework: read articles about Trump and education	18	19
20	21	22	23	24	25	26
27	28	29 Rehearsal 10-11:30PM, discuss readings, brainstorm, homework: find source material	30	Notes:		

December 2016						
◀ Nov 2016						Jan 2017 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Rehearsl 10-11:30PM, review & discuss source materials	2 Workshop 3:30-5:30PM, try out frame	3
4 Rehearsal 10AM-Noon, try out frame	5	6 Rehearsal 10-11:30PM, discuss main conflict of piece, try out frame	7	8 Rehearsal 10-11:30PM, discuss frame of the piece, homework: watch videos of Forced Entertainment's durational pieces	9 Rehearsal 3:30-5:30PM, discussion of durational materials, discussion of frames	10
11 Rehearsal 10AM-Noon, Game presentation & discussin of frame/conflict	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Month	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Jan 2017	1	2	3	4	5	6	7
	8	9	10 Rehearsal 10PM-11:30PM, discussed performance structure, homework: Forced Entertainment material	11	12	13 Rehearsal 2PM-3:30PM, discuss Forced Entertainment material, discuss location, list exhaustive games	14 Rehearsal 10AM-Noon, play exhaustive game: "How was ___ grade? Why?"
	15 Rehearsal 10AM-Noon, exhaustive game: "My Name Is ___"	16	17 Rehearsal 10PM-11:30PM, exhaustive game: flip cup & textbook mosaic	18	19 Rehearsal 10PM-11:30PM, exhaustive game: "You're a productive citizen because ___"	20	21 Rehearsal 10AM – Noon, recap frame, develop Game 2
	22	23	24 Rehearsal 10PM-11:30PM, develop Game 3	25	26 Rehearsal 10PM-11:30PM, develop Game 1	27 Rehearsal 1:20-3:20PM, develop Game 2, homework come up with 3 new prompts for the essay and 3 new physical activities for Game 1	28 Rehearsal 4-6PM, discuss homework, come up with American texts, choose physical activity
	29 Rehearsal 10AM-Noon, create parable, develop Game 1	30	31 Rehearsal 10PM-11:30PM, develop Game 1	1	2	3	4

School

Rehearsal Calendar

January/February 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
29 10:00 AM – 12:00 PM	30	31 10:00 – 11:30 PM	1	2 10:00 – 11:30 PM No Melissa Choreo w/Morgan Flanagan	3	4
5	6 10:00 – 11:30 PM Guest: Megan Ciszek Learn parables & show Melissa choreography	7 8:00 – 11:30 PM Run parables, chart pathways, play Game Two	8	9	10	11
12 10:00 AM – 12:00 PM Return to question of what it means to be a democratic citizen	13 10:00 – 11:30 PM Play Game Three	14 8:00 – 11:30 PM Work beginning and ending	15	16 10:00 – 11:30 PM Guest: Lauren Chapman Work transitions between games	17 1:20 – 3:20 PM Lean/Work Emerson text	18 10:00 AM – 12:00 PM Cushion day, TBD
19 10:00 AM – 6:00 PM Run full show	20 Rehearsal, time TBD Activity TBD	21 10:00 – 11:30 PM Activity TBD	22	23 10:30 – 12:00 AM Work Beginning, Game One, and Transition	24 7:00 – 10:00 PM Work Transition, Game Two, and Transition	25 10:00 AM – 12:00 PM Work Transition, Game Three, and End
26 10:00 AM – 6:00 PM Call time 9:30 AM PERFORMANCE	27	28				

Appendix E

School Rehearsal Report

Date: September 18, 2016	Location: Estes Room 1201
Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, C. Sanderson, A. Siebels	
Late/ Absent: None	
Start: 1:03 PM	End: 3:04 PM

Today's Schedule:

1:03 PM – Sun salutations
1:10 PM – Gesture devising exercise
1:31 PM – Gesture piece presentation
1:36 PM – Tectonic Theatre discussion
1:58 PM – Gesture piece discussion and revision
2:06 PM – Discussion about moments / Moment work
2:17 PM – Presentation of moments
2:20 PM – God Squad discussion
2:35 PM – Continuation of moment work
2:38 PM – Presentation of moments
2:40 PM – Discussion of *Work*
2:44 PM – Discussion of rehearsal process
3:04 PM – END REHEARSAL

Notes:

- Please let management know if you have not received the invitation to the Google Drive
- Notes from Melissa
 - Devising from Tectonic Theatre and Gob Squad
 - Tectonic Theatre creates their pieces through **moments**; “writing performance as opposed to writing text”, “a moment of theatrical time”
 - **Moment (for our purposes) = exploration of a single concept through multiple elements**
 - Gob Squad creates a “**hyper-reality**” out of weird things that most people accept as commonplace
 - Our piece is inspired by their piece entitled *Work*
- For our moments, instead of saying “I begin” we will be saying “It begins”
- We would like to meet at least six hours per week|
 - Viewpoints workshops on Fridays from 3:30 – 5:30 PM
 - Thursdays from 10:30 – midnight
 - Sundays from 1:00 – 3:00 PM

- 2-3 articles to read per week; Melissa will put links on the Google Drive
- Working on becoming an ensemble on the same page from now until 10/28
- 10/28 – end of semester, we will be focusing on creating content
- Interviews will probably be a part of this piece but they will not begin until after 10/28
- **If you are in tech**, you do not need to attend rehearsals. However, you do need to read the articles and watch our videos.

This Week's Assignments:

- Read the articles about Tectonic Theatre and Gob Squad that Melissa puts on the Google Drive
- From the reading, pick one point of interest and refine it down to one moment (react to it or present it)
- Please have these completed by Thursday, 10/22

Next Rehearsal:

Thursday, 10/22/16, 10:30 PM – 12:00 AM

School

Rehearsal Report #2

Thursday, September 22nd, 2016

Estes Room 2240

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, C. Sanderson, A. Siebels

Late/Absent: None, thank you!

Start Time: 10:19 PM

End Time: 11:24 PM

Rehearsal Breakdown

Time	What	Who
10:19 PM	Warm-Ups	All
10:43 PM	Presentation of Moments	All
10:58 PM	Butcher Paper Work	All
11:22 PM	Homework	All

Notes

General

- No notes, thank you!

Director

- No notes, thank you!

Management

- No notes, thank you!

Upcoming Dates

- Next rehearsal is 9/23/16 from 3:30 – 5:30 PM in Estes Room 1298

sun salutation warm-up

moments about tectonic theatre and gob squad reading

talked about our devising process

- moment=concept
 - within one moment you can use multiple elements of the stage
- we are exploring the question of the role of higher education in the United States through the lens of Hyper Reality, building via Moments
- gob squad: repetition & regurgitation, hyper reality means isolating important elements of reality and emphasizing them so that reality is made clear
- when we work in hyper reality we must do so from multiple angles on a single issue to avoid becoming simplistic and false
- we will devise through spreading out what we have and then cutting out what is unnecessary

School Rehearsal Report

Date: September 25, 2016	Location: Estes Room 1220
Attendance: M. Carter, Z. Gordon, R. Klein, C. Sanderson	
Late/ Absent: A. Siebels (10:09 AM, unexcused), C. Lindsay (10:30 AM, unexcused)	
Start: 10:00 AM	End: 12:34 PM

Today's Schedule:

10:00 AM – Warm-ups
10:15 AM – Presentation of moments
10:31 AM – Discussion of moments
10:48 AM – College stereotype exercise
11:26 AM – Partner composition work
11:38 AM – Presentation of compositions
11:45 AM – Painting exercise
12:19 PM – Composition editing
12:30 PM – Edited composition presentation
12:34 PM – END REHEARSAL

Notes:

- C. Sanderson would like to explore how long we can stand/put up with something for our piece
- M. Carter has been assuming that this piece will be in a classroom; however, the space could be anywhere but the Mainstage

This Week's Assignments:

- Read the Week 2 readings on the Google Drive – “Books” and “American Scholar”

Next Rehearsal:

Thursday, 9/29/16, 10:30 PM – 12:00 AM

zak led warm up

moments about gob squad reading

talked about gob squad

listed stereotypes about college – separated into stereotypes of people inside it vs outside it, separated into ‘true’ and ‘false’

paired up & made a composition about a stereotype

- 3 words or less
- repeated gesture
- used object in an unexpected way

2 compositions

- work//play//sleep
- crazy in love slash work slash shoes

pointed – processed the idea that when we devise we don’t know what it’s going to look like in the end when we begin so we need to pay attention to what’s happening, notice what’s working, and grab hold of that

used those ideas about devising to revise the compositions we just made – each pair revised the other pair’s piece, taking what worked and emphasizing that with a focus on hyper reality

Appendix F

College Stereotypes

- The best/worst years of my life
- C's get degrees
- Foster intellectual and personal independence
- The next step
- Plan A
- "I can't wait to get out of here!" vs. "This is the best place on Earth!"
- "So what are you going to do after you graduate?"
- My freshman roommate is crazy!
- Sorry, I slept through my alarm
- Can't wait to get drunk this weekend
- What's your name? What's your major?
- You should already know this
- Human development
- College bubble
- No sleep
- Getting a "MRS" degree
- To figure out who you are, not to learn
- Go to Yale!
- "Bright college days, NECKING on the QUAD"
- You should really get this already. Like. Didn't you take G ___?
- ~liberals~ who don't know nothing about the economy
- The professor is just going to weed people out
- Art for the REAL WORLD
 - New motto of CVPA as of this year
- I'm in 20 credits!
I'm in 21 credits! <- Winner
- "How are you?" "Surviving."
- Work hard <-> Play hard
- BA = partay school
- There are dumb questions
- Sleep, Grades, Friends. Pick one.
- 5th year lap
- "To give us a baseline knowledge"
- Wonderful professor
- 6 credit GBIO, time required 100%
 - 4 cr BIO492, time req. 100%
 - 4 cr BIO601, time req. 100%
- (Hotness ratings)
Male students: B

Female students: A

Teachers: A+

- If you want to get a job...
- Because I didn't want to go into the army
- Social pressure
- Dancing?
- Time to experiment. Make some mistakes.
- White privileged vaca
- 1 in 4 females
- Safe, wild partying
- "Safe space"
- Alcohol is the root of all the problems
- "Study" by Duke
- SAT – weed 'em out
- A new start
- Back-up friends
- Affirmative action student
- School = Identity

* Things that people outside of college think about college

Appendix G

School

Rehearsal Report #4

Thursday, September 29th, 2016

Estes Room 2240

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, C. Sanderson, A. Siebels

Late/Absent: None, thank you!

Start Time: 10:35 PM

End Time: 12:00 AM

Rehearsal Breakdown		
Time	What	Who
10:35 PM	Notes	All
10:42 PM	Warm-Ups	All
10:49 PM	Machine Exercise	All
10:53 PM	Presentation of Moments	All
11:13 PM	Discussion	All

Notes
<p>General</p> <ul style="list-style-type: none">No notes, thank you! <p>Director</p> <ul style="list-style-type: none">M. Carter will not be a performer in the piece unless another body is necessary. <p>Management</p> <ul style="list-style-type: none">C. Lindsay will not be at rehearsal on Sunday, 10/2/16. The rehearsal will be taking place from 10:00 AM – 12:30 PM in Forbes Room 1220. <p>Upcoming Dates</p> <ul style="list-style-type: none">Next rehearsal is 9/30/16 from 3:30 – 5:30 PM in Estes Room 1298

Rebecca led warm up

moments about education readings: The American Scholar, Books

discussed readings

- books = recorded knowledge – what happens when we chuck the book out the window?
- locke – names of people vs information – universal concepts these people represent
 - condensing the wonders of nature into human nature
- man thinking = scholar who thinks new thoughts and participates directly
thinker = scholar who thinks new thoughts but does not participate
parrot = scholar who does not think new things
must start as parrot & then thinker to become man thinking
- perfect soul doesn't exist so we can't seek it – yes it does exist, there are just multiple & they are represented all throughout our media & religions // families // culture // etc set different moral standards
- precisely in proportion to the depth of the mind from which it issued, so high does it soar... but monkeys on a typewriter?
- Emerson's scholar is simultaneously separate and a part of everything
- man as 1 machine >>> scholar must be both outside and inside society
- books are for the scholar's idle times
- we all come from the same root: "a thought too bold, a dream too wild"
- lyrics from closer to the heart
- Aubrey takes the GRE
 - the great pat/tricia pat down

Rehearsal 10/2

moments about the student and the university readings: Books and the American Scholar,
Transformative Learning

discussed readings

- “like lake effects or snow squalls, the debates, challenges, and different perspectives that inspire rethinking of anything from history to personal identity blow in unexpectedly, lower visibility, and disrupt plans. this, of course, exactly what one wants; the squall clears, the dust settles, things look different, and a student grows”
- the liminality of the university
- we should be challenged – we need to be pushed down & hardened in order to be prepared for the world – but should would it be better for the world if we were taught to care for each other
- we realize our human potential by emulating others
- is it the university’s job to create a moral human?
 - what is it to be a moral human?
- is the university creating a moral human?
 - the university is an echochamber
 - university shapes//influences
 - university is only responsible for your education
 - we can’t tell – we can’t tell what the university is doing & what life does
- “I will not shut myself out of this globe of action, and transport an oak tree into a flowerpot”
- what we do – Dukes Step Up
 - Notice the event
 - interpret the event as a problem
 - assume personal responsibility
 - have the skills to interfere
 - implement the help
 - celebrate in your problem – free world

School

Rehearsal Report #5

Thursday, October 6th, 2016

Estes Room 2240

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, C. Sanderson, A. Siebels

Late/Absent: None, thank you!

Start Time: 10:40 PM

End Time: 12:02 AM

Rehearsal Breakdown		
Time	What	Who
10:40 PM	Warm-Ups	All
10:50 PM	Presentation of Moments	All
11:09 PM	Discussion of Moments	All
11:20 PM	Discussion of Merit	All
12:02 AM	END REHEARSAL	All

Notes
<p>General</p> <ul style="list-style-type: none">No notes, thank you! <p>Director</p> <ul style="list-style-type: none">From now on, C. Lindsay will be a more active participant in rehearsals. She will do the homework and participate in exercises and discussions. Thank you! <p>Management</p> <ul style="list-style-type: none">No notes, thank you! <p>Upcoming Dates</p> <ul style="list-style-type: none">Next rehearsal is 10/7/16 from 3:30 – 5:30 PM in Estes Room 1298 <p>Homework</p> <ul style="list-style-type: none">Please read the two Google Drive documents that Melissa will send out by Sunday, 10/9/16Create a moment based off of the reading to be presented on Sunday, 10/9/16 <p>Notes</p> <ul style="list-style-type: none">What is merit to you?

- Chris: (What it is) An unquantifiable measure of skill and talent that is often quantified; (What it is to Chris) What you are contributing to the world around you
- Zak: What you have when you go above what is expected of you
- Rebecca: How much you are worth or deserve something because of something you have done or accomplished or because you have been working hard to the best of your abilities
- Aubrey: The value that you have with respect to your place in the community and your functional values, not vocational values
- Melissa: The good that you produce/the potential good that you could produce
- Cailin: Merit is arbitrary and defined, ultimately, by society
- What are the principles of a meritocracy?
 - Melissa: Everyone has to start out from an equal place
 - Aubrey: Watch "2081" by Kurt Vonnegut
- What is the difference between deserving something and being entitled to it?
 - Rebecca: Negative connotation; white man;
 - Zak: Entitlement means you were born with it, while deserving means you worked for it; if you go to work and payday comes around, you deserve to get paid
 - Chris: Everyone is entitled to the same things
- Credentialedism – the society wherein certification of achievement becomes a condition of higher employment; most degrees have little value but they are bureaucratic markers
 - Is not about merit in any of the ways that we defined it
 - Degree is a consequence of meritocracy

Appendix H

School

Rehearsal Report #6

Sunday, October 10th, 2016

Estes Room 1220

Attendance: M. Carter, Z. Gordon, C. Lindsay, C. Sanderson

Late/Absent: R. Klein, (10:25 AM, unexcused), A. Siebels (10:42 AM, unexcused)

Start Time: 10:12 AM

End Time: 12:32 PM

Rehearsal Breakdown		
Time	What	Who
10:12 AM	Listen to "Harrison Bergeron" by Kurt Vonnegut	M. Carter, Z. Gordon, C. Sanderson
10:26 AM	Warm-Ups	M. Carter, Z. Gordon, R. Klein, C. Sanderson
10:30 AM	Presentation of Moments	M. Carter, Z. Gordon, R. Klein, C. Sanderson
10:42 AM	Discussion of Moments	All
11:00 AM	Discussion of Readings	All
12:32 PM	END REHEARSAL	All
Notes		
General <ul style="list-style-type: none">No notes, thank you!		
Director <ul style="list-style-type: none">No notes, thank you!		
Management <ul style="list-style-type: none">No notes, thank you!		
Upcoming Dates <ul style="list-style-type: none">Next rehearsal is 10/13/16 from 10:30 PM – 12:00 AM in Estes Room 2240		
Notes <ul style="list-style-type: none"><u>Kakistocracy</u> – a world ruled by the worst people; the opposite of a meritocracyEnglish culture is such a classist system that they do not have the same ideals as Americans; that is to say, someone cannot start from the bottom and go to the same university as someone who was born into privilege		

- While this ideal is somewhat exemplified in higher education such as Ivy League schools, we do not have a queen
- If someone underprivileged gets into a higher-up school, they get glorified above the rest
- The British are modern people living in an ancient society
- "Massification" is an unsettling word to use in terms of higher education because it means that it is an elite practice that is being made more accessible for the general public for the sake of making more money
- Melissa – To say that higher education is a luxury, not a necessity, is like saying that it's not a necessity for humans to be able to have complex conversations and understand the world around them
- Aubrey – People should get more education in high school to balance out the "need" to pursue public education; people should choose to want to go to higher education
- Zak – I feel like ^ would advance the meritocracy
- Melissa – Trying to make positive change here at JMU is inherently elitist because it wipes everyone who isn't at JMU out of the equation
- Melissa – our piece isn't about what higher education **should be**, but what it **is right now**
- Chris – in order for a meritocracy to be fair, it would have to function in a perfect society
- Melissa – If we can't collectively agree on what is good/perfect, how can we move forward?
- If you want to make a change, use a different frame (aka if you decide to stop eating toast for breakfast, don't keep using the toaster to make scrambled eggs)
- Is democracy preferable to tyranny when the masses are uneducated and therefore unqualified to make major decisions?
 - Aubrey: No, because the masses may not have the resources to see the intricacies behind the selection process for democracy
 - Chris: Yes, because human beings have an entitlement to freedom
 - Rebecca: No
 - Zak: Yes, because where do we draw the line for "uneducated"?
- What are the core beliefs of the American dream?

Appendix I

School

Rehearsal Report #7 Thursday, October 13th, 2016 Estes Room 2240

Attendance: M. Carter, R. Klein, C. Lindsay, C. Sanderson, A. Siebels

Late/Absent: Z. Gordon (10:42 PM, excused)

Start Time: 10:34 PM

End Time: 11:59 PM

Rehearsal Breakdown		
Time	What	Who
10:34 PM	Warm-Ups	M. Carter, R. Klein, C. Sanderson, A. Siebels
10:44 PM	Presentation of Moments	All
11:07 PM	Discussion of Moments	All
11:27 PM	Discuss "Adonis with a Pimple"	All
11:42 PM	Discuss "Death by Degrees"	All
11:46 PM	Mock Debate Preparation	All
11:51 PM	Meritocracy Mock Debate	All
11:59 PM	END REHEARSAL	All
Notes		
General <ul style="list-style-type: none">No notes, thank you!		
Director <ul style="list-style-type: none">No notes, thank you!		
Management <ul style="list-style-type: none">Z. Gordon and A. Siebels are excused from rehearsal this coming Sunday, 10/16/16. Thank you!		
Upcoming Dates <ul style="list-style-type: none">Next rehearsal is 10/14/16 from 3:30 PM – 5:30 PM in Estes Room 1298		
Notes <ul style="list-style-type: none">The Western world did not invent the meritocracyIf all universities were equivalent, it wouldn't matter where you wentWhat is JMU selling?		

- Harvard is a business that sells itself on its status, while JMU sells itself on a great experience
- Our education is not primarily what we're buying or what the university is investing in
- The product is education and the reason they sell it is because "everyone needs it"
- R. Klein and A. Siebels argued **for** meritocracy; Z. Gordon and C. Sanderson argued **against** it
 - **Amazing on paper; impossible standard to reach in real life**
 - **Demands an equal playing field to work off of when this playing field is impossible to attain**
 - **Meritocracy for a single generation would reset to an unequal playing field in the end**
 - **Whether meritocracy is good or bad is defined by merit, which is up to interpretation**
 - **Making a religious analogy with the Garden of Eden makes it sound like we have been trying to reach a level playing field based on merit for thousands of years when that's not really what it's about**
 - **Meritocracy with our generation wouldn't work because those leading the movement would have been hand-picked by the elite**
 - **You based your argument on the fact that equality is impossible instead of offering solutions; there will always be inequality**
 - **We know that we don't have a solution but we can't just shoot blindly in the dark by saying an idealized version of meritocracy would work when we can see that the attempts that have been made in America have missed**
 - **We're not a utopia**
 - **Our proposition that we need to move towards a meritocracy is changing the course of our current system**
 - **We're looking for a society that is reflective on itself**
 - **Benefits: Giving people more gold stars or throwing it out altogether, neither of which are viable**
 - **Melissa: For side wins**

Homework

- Read "The Changing Structure of Higher Education" and "Aptitude or Achievement" and create a moment from these pieces
 - University as a business and testocracy
- Z. Gordon and A. Siebels, you will receive special questions to answer since you will not be at rehearsal

School

Rehearsal Report #8 Sunday, October 16th, 2016 Estes Room 1220

Attendance: M. Carter, R. Klein, C. Lindsay, C. Sanderson

Late/Absent: Z. Gordon (excused), A. Siebels (excused)

Start Time: 10:00 AM

End Time: 12:01 PM

Rehearsal Breakdown		
Time	What	Who
10:00 AM	Prepare Room and Warm-Ups	All
10:05 AM	Presentation of Moments	All
10:16 AM	Discussion of Moments	All
10:28 AM	Discussion of First Reading	All
11:05 AM	NINE MINUTE BREAK	All
11:14 AM	Discussion of Second Reading	All
11:58 AM	Devising	All
12:01 PM	END REHEARSAL	All

Notes
<p>General</p> <ul style="list-style-type: none">No notes, thank you!
<p>Director</p> <ul style="list-style-type: none">No notes, thank you!
<p>Management</p> <ul style="list-style-type: none">No notes, thank you!
<p>Upcoming Dates</p> <ul style="list-style-type: none">Next rehearsal is 10/27/16 from 10:30 PM – 12:00 AM in Estes Room 2240
<p>Notes</p> <ul style="list-style-type: none">How status functions as a currency; quantifying yourself as a being / selling yourself -> colleges are selling themselves"What money is to Wall Street and most other sectors of the American economy, status is to the academy."Institutions compete for status but the most high-up universities have never changed

- The Ivy League is a collegiate athletic conference and has nothing to do with grades. However, it is acknowledged that with the term comes a feeling elitism at the eight institutions; officially founded 1954 thanks to the NCAA Division 1
- Amenities Arms Race
 - Grade inflation; increasing support of academic life
 - Connected to speeding up the process of getting your degree and getting out of school faster -> more four-year grads = statistics
- "We used to state-supported, then state-assisted, then state-located."
- "Market-like activities"
 - Encouraged to sell themselves more due to the decreased state funding
 - Spiraled into a business; went beyond surviving
- Is a school turning into a business a bad thing?
 - R – Yes; does not prioritize education or fulfill its need/role in society
 - M – Regardless of the way it has become a business, you think a university being a business at all is a negative?
 - R – I think universities should prioritize education over amenities arms races; if this stops happening, it's negative
 - C – Universities still need to have dining services and dorms which inherently turns it into a business
 - M – What about if you didn't have to pay for it?
 - C – I don't think we'll ever get there here in America
 - M – I still think that it could function as a business since they're competing for national funding
 - C – Part of why people go to college is to transition to the professional world and people choose their college largely based on the experience they will get, not just the education; in that way, it needs to be a business
 - M – No matter whether you're paying for it or competing for it, if college is a community of people coming to live together, a business will exist; the most important part of the human growth isn't necessarily about having the best amenities
 - C – The bigger dining is, the more (student) jobs it provides
 - R – And that's useful because it provides employment and job experience; all the amenities need managers and staff

- M – When you have an institution this large, no matter whether it's super money-focused or not, you're going to need people who know how to manage things and they're not going to be the same people who know what a university is about
- C – Business side will trump education side in the end
- R – When a university actually "becomes" a business, it's bad
- C – "Our goal is to raise the status of our university"
- R – "Positive presence in the larger community"; things that universities say to justify their marketing/business
- Universities educating us should be their top goal, but how do you measure that?
- Research being conducted at university level is catered to what the funders want to see
- The research done under a professor is part of what they present when applying for tenure
- A lot of the foundation of academia was done on racist terms
- There are always tests; that's how you assess what your plan should be in the future to succeed
- Those on the bottom are made to believe they deserve to be on the bottom (poor people in past times)
- The "new elite" don't see themselves as privileged because they believe they deserve the elevated status they are in when really they were benefited by society
- Then – Born into it and believed you deserved it because of that; Now – Believe we work for it so we deserve things because we work for them (but we were really still born into it)
 - In regards to elitism
- Origin of Harvard as a picture book would be a great parable
- What is the modern equivalent of the "manly Christian character"?
 - Brock Turner -> star athlete, white, male, "smart"
- Test **can work**; you just have to use them properly
- The measurement gleaned from tests shows which students need to be pushed
- Necessary thing until there is a better solution because it accomplishes leveling

- Theory of testing as equalizer, but they're really the root of the problem
 - Tests are still created by humans
 - Impossible for them to be neutral
 - Not everyone knows everything on the same plane as others (cultural differences especially)
- We'll probably eventually do a "Development of Testocracy in Three Minutes" skit or something
- Education both mirrors and creates culture
 - American culture by itself could be an entire piece, so we have to simplify it but not too much
 - Bringing in cultural texts will help
- While SATs are still sent to schools, they are taken into consideration less
- Very evident racial disparity both in income and SAT scores
- When did the shift from old elite to new elite occur?
 - When the GI Bill went through and poorer people could go to college
 - WW II veterans were able to attend universities for free
- Our universities are teaching us how to do better in business and not how to be a better person; is this different from how it used to be?
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Homework

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Appendix J

School

Rehearsal Report #9
Sunday, October 20th, 2016
Estes Room 2240

Attendance: M. Carter, R. Klein, C. Lindsay, C. Sanderson, A. Siebels

Late/Absent: Z. Gordon (excused)

Start Time: 10:30 PM

End Time: 12:03 AM

Rehearsal Breakdown		
Time	What	Who
10:30 PM	Check-In	All
10:47 PM	Listen-and-Respond Exercise	All
11:10 PM	Presentation of Moments	All
11:42 PM	Discussion of Moments	All
11:49 PM	Discussion of Reading	All
12:03 AM	END REHEARSAL	All
Notes		
<p>General</p> <ul style="list-style-type: none"> No notes, thank you! <p>Director</p> <ul style="list-style-type: none"> No notes, thank you! <p>Management</p> <ul style="list-style-type: none"> No notes, thank you! <p>Upcoming Dates</p> <ul style="list-style-type: none"> Next rehearsal is 10/21/16 from 3:30 PM – 5:30 PM in Estes Room 1298 <p>Notes</p> <ul style="list-style-type: none"> Responses to quotes <ul style="list-style-type: none"> Harsh SAT proctor Privilege Says my grandpa *chuckling* Your effort is directly proportional to your reward Suck it up 		

- Lazy millennials
- Pull yourself up by the bootstraps
- Dwight D. Eisenhower *southern accent*
- Antiquated thinking
- Just study harder
- That Dr. Seuss poem about a fish climbing a tree
- SAT measures privilege. So does life.
- Blind testing
- Students just aren't what they used to be
- Short term
- Memorize and regurgitate
- Involving more active learners within generations requires evolution in testing and teaching
- Political expediency
- Unreliable infrastructure
- Scattered
- Slipshot
- Arbitrary
- Should we unplug Mom? Heads or tails?
- Rewards skirting the system
- Ignoring variables
- High stakes
- Gambling
- Toy green army men
- Education as enlistment
- Scientific and objective testing
- You cannot show your work
- Subjectively objective
- ¼ chance of getting it right
- Underlying bias
- "My way or the highway" thinking
- Exclusive
- Consequences of testing
- Frosted flakes are an excellent part of a well-balanced breakfast
- Diet Coke

- Testing experts
- I think we're forgetting what separates us from the beasts
- Holistic education
- Distort
- Humanize my GPA. Please. please.
- I wish there was a college-level gold star
- What is higher learning?
 - Seems to be defined as learning how to face what's out there as opposed to adding on to basic learning
 - Socrates
 - Society being more highly educated and learning how to think will learn to innovate inherently; when you learn to critically think through challenges, you will innovate
 - I'm not an idiot but I'm also not the smartest person
 - Floating through classes but still being able to succeed
 - Brain dumping after a test = GenEds
 - "My sister said that you don't really learn anything in undergrad. You just learn to be a person and then you learn things in grad school."
 - I need to know this stuff because this is what I'm doing with my life
 - People need to actively learn so they don't forget how to actively learn on their own and read into concepts; leads to an independent society
 - The level of ambivalence to actually learning with a focus on grades

Homework

- Complete the readings for next week and create a moment
- From the chapter about the history of the American university, bring in an American cultural text (ex. *The Great Gatsby*) (does not have to be a literal text)
- Look for Melissa's e-mail! Thank you!

Appendix K

9/16

introduction of viewpoints

- sun salutations
- run in circle, 6 jumps, 8 turns, 12 stops
- get into flow
- introduce each viewpoint

for next week read Preface & Chapter 2: Viewpoints and Composition in Contemporary Theater

9/23

introduced viewpoints again

- sun salutations
- Chris & DJ work together, using my outline, to reintroduce individual viewpoints

for next week read Chapter 1: A History of Viewpoints and Composition & Chapter 3: Viewpoints and Composition in Contemporary Theater

9/30

viewpoints

- sun salutations
- run in place - find communal tempo – speed up from 0 – 10 together
- exercise 7: the chase – run in circle – maintain constant pace – touch the person in front of you, don't be touched by the person behind you
- topography switches to a grid – you choose your tempo
- add duration, stops & starts, following someone else
- allow topography to be freeform
- find circle, find triangle, find diagonal line
- lane exercise

for next week read Chapter 4: How to Begin?

10/7

viewpoints

- sun salutations
- get into the flow
- tempo, duration, stops & starts, follow, backwards & sideways
- space in between 2 ppl is a doorway – go through as many as you can, you can choose to go through a doorway or not to
- find fluid diagonal line
- allow for multiple levels

- freeze
- remove half of participants
- name a leader
- all follow movements of leader in diagonal line – getting as close to unison as possible
- these participants sit down – others stand in a line on one end of the room
- they move forward in a line until they get to the other end of the room

for next week read Chapter 5: Introducing the Individual Viewpoints

10/14

viewpoints

- exercises put individual viewpoints together

for next week read Chapter 6: Putting the Individual Viewpoints Together

10/18

viewpoints

- group improv

for next week read Chapter 7: Group Improvisations

10/25

viewpoints

- composition

for next week read Chapter 11: Introducing Composition

11/4

viewpoints – take a loop

- walk around the space
- get into the flow
-

Appendix L

School

Rehearsal Report #11

Thursday, November 3rd, 2016

Estes Room 2240

Attendance: M. Carter, Z. Gordon, R. Klein, C. Sanderson, A. Siebels

Late/Absent: C. Lindsay (10:55, excused)

Start Time: 10:30 PM

End Time: 12:02 AM

Rehearsal Breakdown		
Time	What	Who
10:30 PM	Catch Up C. Sanderson	All
10: __ PM	Presentation of Moments	All
11:03 PM	Discussion of Moments	All
11:16 PM	Discussion of "The Pimple of Adonis' Nose"	All
11:31 PM	Create Composition	All
12:02 AM	END REHEARSAL	All
Notes		
General <ul style="list-style-type: none">Aubrey will be leading rehearsal on Sunday, 11/6/16		
Director <ul style="list-style-type: none">We are beginning to create a collection of props; when you find something that you think works for your moment/composition, bring it in!R. Klein is excused from Viewpoints tomorrow, 11/4/16		
Management <ul style="list-style-type: none">No notes, thank you!		
Upcoming Dates <ul style="list-style-type: none">Next rehearsal is 11/4/16 from 3:30 PM – 5:30 PM in Estes Room 1298		
Notes <ul style="list-style-type: none">Chris – Moment based on beginning of Adonis story and different phrases that JMU says or that Chris was told a lot and how it masks what the university is actually doing; "Fireflies" was used for the aesthetic and the words<ul style="list-style-type: none">Really liked reading the story but might have hated it but isn't sureResented that it was one big logical fallacyAubrey – very little grey area in the story		

- Rebecca – suspended my disbelief; “huh, if we had that attitude about education, maybe we wouldn’t possibly by electing Trump for president”
 - What is the necessary common denominator for education?
- Zak – absurdist; understood the message
- Aubrey – “Hear, hear, for the onion of the piece”
- Zak – My moment was about taking risk and why take a risk if there is no incentive
 - Chris – coin flip felt like the easy way to do it
 - Cailin – would have felt more satisfaction from winning the number game
 - Melissa – felt guilty choosing the coin toss
- Aubrey – My moment was based on the old man lying on the ground and hearing about the four wings of plastic surgery; obvious and superficial deficiency
 - “It helped being able to see, but the real issue was that my feet were bound.”
 - Chose “If I Only Had a Heart” because it was so superficial that Dorothy saved him and all he could talk about was his heart
- Rebecca – Very important that we do more at the foundation of education
- Aubrey – Felt like the piece was trying to be an objective commentary but ended up having a bias
- Chris – end was very hard-hitting
- Rebecca – “take it with a grain of salt” kind of thing
- Melissa – perfect-looking man w/pimple vs. hardworking young girl -> man had to do nothing to look how he did whereas the girl had to actually do work to get somewhere
- Aubrey – felt like hardworking girl was a Hermione character
- Do we want to adapt “Adonis” for the stage?
 - Yes!
- **Ingredients for compositions**
 - “The Pimple on Adonis’ Nose”
 - Holy Cross
 - Rebecca’s moment // Willy Wonka egg scene
 - Gil Scott-Heron’s “Save the Children” (song)
 - Quote from “Open Admissions: Toward Merit or Democracy?”
- **Composition reactions**

- Strict rubric
- Wanted personal possessions to be the only things in the good pile
- Got very attached to specific objects
- Location in pile became important; Idea of which school you go to vs. just going to school; one pile as Yale, other as honors program at another school
- Track compaction vs. cultivation
- Gold/cultivation pile gets picked through again
- Audio was a bit much

Homework

- Look for Melissa's e-mail!

School

Rehearsal Report #12

Thursday, November 10th, 2016

Estes Room 2240

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, C. Sanderson, A. Siebels

Late/Absent: R. Klein (absent, unexcused), C. Sanderson (absent, excused)

Start Time: 10:35 PM

End Time: 12:08 AM

Rehearsal Breakdown		
Time	What	Who
10:35 PM	Discuss Election and Education	All
12:08 AM	END DISCUSSION	All
Notes		
General <ul style="list-style-type: none">No notes, thank you!		
Director <ul style="list-style-type: none">No notes, thank you!		
Management <ul style="list-style-type: none">No notes, thank you!		
Upcoming Dates <ul style="list-style-type: none">Next rehearsal is 11/11/16 from 3:30 PM – 5:30 PM in Estes Room 1298		
Notes <ul style="list-style-type: none">Many Trump supporters voted for him because they are uneducated; is it the responsibility of the educated to educate them?Trump as the anti-ObamaIt's hard to grasp that this is actually happeningNever felt weird at JMU before now; don't know what to do with the informationCrying in class; disturbing daily lifeOur futures are going to be different because of thisFirst election that many millennials were able to participate inDemocrat ideals have been the more popular ones in the media; now they have no power		

- Trying to understand if this is the terrifying thing where we see the rise of something like the Nazi party or is this actually how half of the country feels and that our perception of life is completely off?
- Republicans despise Hillary
- I feel like all my degree has done in the past few days is divide me from the people in my hometown that voted for Trump; weird elitist gap
- I feel like I'm witnessing the beginning of the end of the world; Trump and Pence both bad; climate destruction
- Person nominated to be the head of EPA doesn't really believe in climate change
- Pence doesn't believe in evolution
- Trump's 100-day action plan is planning on undoing everything Obama did that he deems unconstitutional
- Trump has had as many Democratic ideas as he has had Republican; who knows what he will do?
- Pence is more dangerous than Trump; difficult to comprehend that he believes in things like electroshock therapy to cure homosexuality
- Trump is such a different candidate than any other Republican we've seen
- Trump supporters were saying they would revolt if Hillary was elected so why can't the people who are reacting now revolt?
- Theory that electoral college voted for Trump to avoid a civil war
- Zachary -> higher education and the issues within it are a big part of why this election went the way it did; obviously we can't ignore this
- What **should** be the role of higher education right now?
 - Reducing the gap that is being widened between those who are educated and those who aren't
 - Reducing the elitism of the educated
- Will intellectuals begin to be shunned because of this?
- In Trump's constructed past America, we had absolute faith in our Presidents; are we devaluing the role to an unprecedented degree?
- Has there ever been an over 50% approval rating for a President?
- If we lose faith in the executive branch, is that something that the foundation of our country can handle? Zak thinks yes.
- If anyone can be President, then anyone can be in the cabinet

- Trump is getting rid of Common Core in his first 100 days and wants education to be regulated state-by-state
 - Red states will learn red state material and blue states will learn blue state material
- Do Trump supporters really want an all-white America?
- I wish I was a business major; art feels very important right now but for my own safety I am so scared for the economy; my college degree was just completely devalued
- University just became a training ground because we have to learn how to fight
- Map of millennial voters is so blue
- Old people's future is now; our future is what we have to live in because of them
- How is no one talking about the fact that this is the first time since 1928 that Republicans have held the House, Senate, and Presidency?
- Who was actually suffering under an Obama presidency so much that they felt the need to vote for Trump?
- It's not right to ask people to stop being selfish, even though it feels justified
- Media reframes what objective knowledge and education are
- J. Stew was saying that a lot of people think that college makes you liberal
 - College trains you to think critically and consider all sides
 - So how can there be college-educated Trump supporters?
- We're talking about turning our piece into a hyper-reality... SO WHAT HAPPENS WHEN WE START LIVING IN A HYPER-REALITY?!
- What's Trump's cutoff for when America stopped being "great"?
 - Where do you want to go back to?
 - Blissful ignorance?
- John Oliver's piece on segregation in schools
- What will happen to the arts?
 - Counter-movement; new Renaissance
 - Rap is going to be incredible... unless it gets outlawed
- College exposes you to a lot of different people; forces you to be more influenced by social change than economic change
- I feel like I should be doing something; street art, protest

- Feels selfish to continue education and not screw school and go out and fight
- Dems presenting the idea that we need to keep going and accept this and keep the transition peaceful
- Do we want a civil war?
- Problem with protests – only against, only hate
 - That is what Trump is built on
 - No solutions are being proposed; just “not this”
- Afraid that Aubrey’s role in society will become worthless because science will become devalued
- What we are doing at university is not useless
- **What is the role of an undergraduate liberal arts degree in society NOW?**
 - Our piece is going to be much different because of this
 - Shit
 - Even the activity we were going to do today when we thought Hillary was going to be President was about “What define merit?” and now that’s really been put into question
 - The most-qualified woman is still less desirable than the least-qualified man
 - All that I thought America was actually defining merit on has been ripped out from under our feet and we can see the rotting floorboards
 - How will university define merit? Will it change now?
 - Barf. The end.

Homework

- —

School

Rehearsal Report #13
Thursday, November 13th, 2016
Estes Room 1220

Attendance: Z. Gordon, C. Lindsay, A. Siebels

Late/Absent: M. Carter (10:08 AM, unexcused), R. Klein (10:02 AM, unexcused),
C. Sanderson (10:03 AM, unexcused)

Start Time: 10:04 AM

End Time: 12:20 PM

Rehearsal Breakdown		
Time	What	Who
10:04 AM	Catch up Rebecca and Chris	Z. Gordon, R. Klein
10:14 AM	Discussion of Merit	All
10:45 AM	Presentation of past pieces	Z. Gordon, R. Klein, C. Sanderson
10:58 AM	Discussion of pieces	All
11:01 AM	Devise new piece	Z. Gordon, R. Klein, C. Sanderson, A. Siebels
11:18 AM	Presentation of piece	Z. Gordon, R. Klein, C. Sanderson, A. Siebels
11:23 AM	Discussion of piece	All
11:36 AM	Presentation of edited piece	Z. Gordon, R. Klein, C. Sanderson, A. Siebels
11:40 AM	Discussion of merit in dance	Z. Gordon, R. Klein, C. Sanderson, A. Siebels
11:51 AM	FIVE MINUTE BREAK	All
11:56 AM	Continue discussion	All
12:08 PM	Present second half	Z. Gordon, R. Klein, C. Sanderson, A. Siebels
12:12 PM	Discussion	All
12:20 PM	END REHEARSAL	All
Notes		

General

- No notes, thank you!

Director

- No notes, thank you!

Management

- No notes, thank you!

Upcoming Dates

- Next rehearsal is 11/17/16 from 10:30 PM – 12:00 AM in Estes Room 2240

Notes

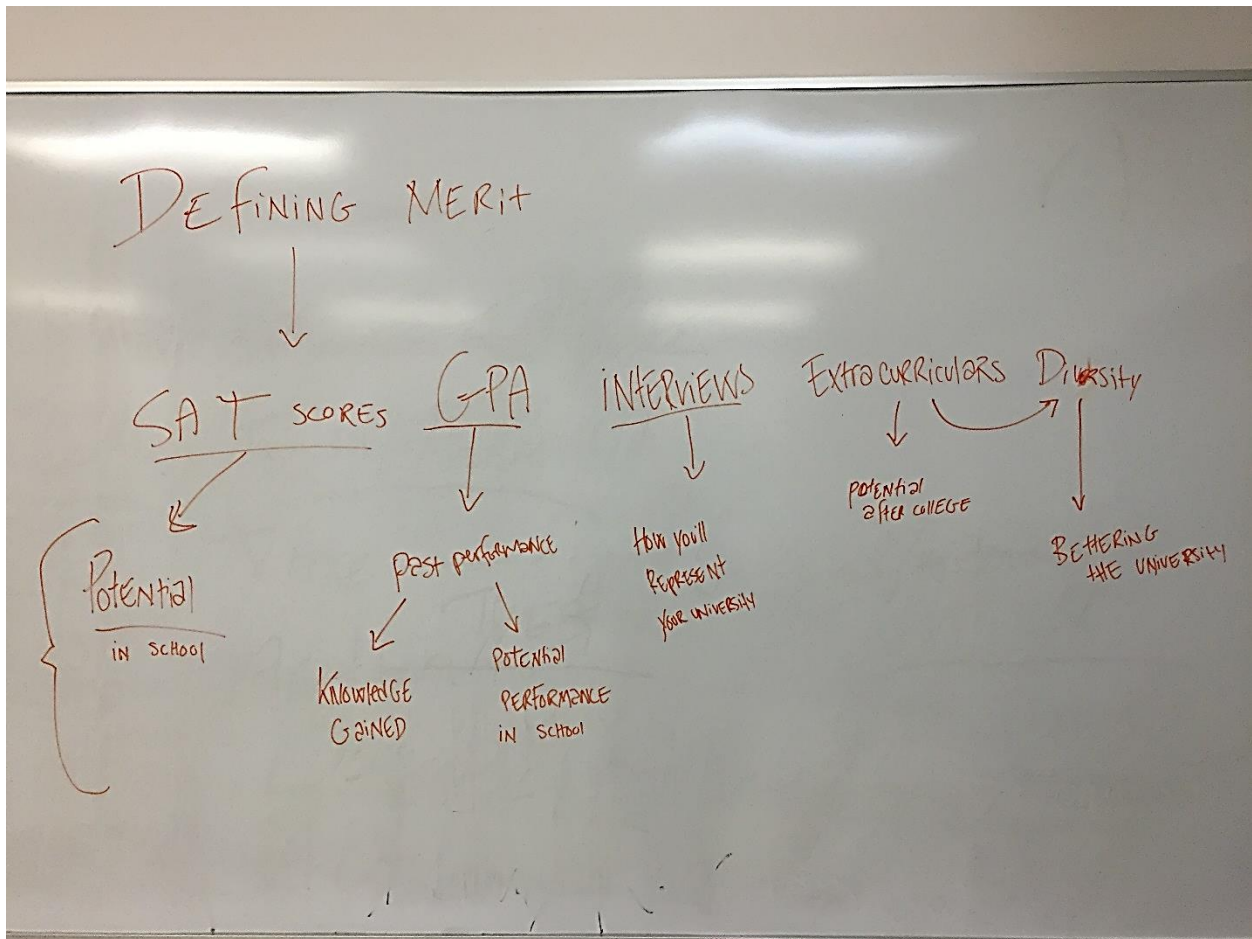
- Election was whitelash
- Education may increase the gap between those who were educated and those who weren't when the votes were cast
- Education's role: unsure
- Somewhat heartening that millennials voted overwhelmingly for Hillary
 - We got screwed over by the people who won't have to deal with the consequences in 30 years
- Chris
 - Even after all the readings and study we've been doing this semester, he can't help but be mad at non-college educated voters. He recognizes that not everyone studies the world this way and it's something we have to keep in mind but that doesn't make him any less upset.
 - Campaigning for Election Day to be a national holiday and for absentee voters to all get stickers
- Rebecca
 - Feels like a celebration for being uneducated
 - A lot of people who are being optimistic about this is that they're saying there will be a swing back in a few years and it will turn into a celebration of education
- 46.9% of people didn't turn out to vote
- Why isn't Election Day a national/federal holiday?
- **Will this election change the definition of merit, esp. on college campuses?**
 - Trump is talking about repealing a lot of "No Child Left Behind" and common core education

- In a climate that seems to be celebrating a lack of education, it will be interesting to see what getting rid of common core does
- What happens when states get to decide their own education policies?
 - Taught something different in every state
 - Colleges will select by merit... merit determined by state standard?
- Colleges have a quota about how many people they will take from each high school
- Defining merit in terms of critiquing art (Aubrey presents her moment)
 - Gut reaction with some intention behind it
- **How does uni define merit?**
 - Gauge of how well a student will succeed in their first year (or whole education)
 - Defined by students' first year?
 - Based off of test scores
 - Investment; bank wants to give out loans but it wants to give them selectively to those they think will give it back; college as bank
 - SAT scores, GPA, interviews, diversity statement, extra-curriculars
 1. GPA as past performance (what knowledge you gained and how well you perform in the classroom)
 2. SAT as potential for performance
 3. Interviews as how well you represent your university
 4. Extra-curriculars and diversity statements as gauge of performance outside the classroom; potential after college (focus and drive)
 5. Cultural and ethnic diversity as way for a university to fit a demographic; more diversity = better university
- Defining merit is different than selecting merit

Homework

- Please familiarize yourself with the university map (picture on Google Drive) so we can jump into things on Thursday
- Look out for e-mails from Melissa between now and Thursday

Appendix M



Appendix N

School

Rehearsal Report #14

Tuesday, November 29th, 2016

Estes Room 2240

Attendance: M. Carter, Z. Gordon, C. Lindsay, C. Sanderson, A. Siebels

Late/Absent: R. Klein (10:31 PM, excused)

Start Time: 10:17 PM

End Time: 12:03 AM

Rehearsal Breakdown		
Time	What	Who
10:17 PM	Discuss Drumpf/Higher Ed Articles	All
10:50 PM	Brainstorming on Paper	All
11:45 PM	Watch Clips	All
12:03 AM	END REHEARSAL	-
Notes		
<p>General</p> <ul style="list-style-type: none"> No notes, thank you! <p>Director</p> <ul style="list-style-type: none"> No notes, thank you! <p>Management</p> <ul style="list-style-type: none"> No notes, thank you! <p>Upcoming Dates</p> <ul style="list-style-type: none"> Next rehearsal is 12/1/16 from 10:00 PM – 11:30 PM in Estes Room 2240 <p>Notes</p> <ul style="list-style-type: none"> Executive branch does not have the power to just end the Common Core DeVoss wants to take away Common Core, has little experience with education, has never taught or worked in a collegiate setting, has always been an advocate for charter schools <ul style="list-style-type: none"> Charter school → government funded, operate separately from the state standards (do more looking around if you don't know what these are) Chris will post link to a video explaining it in the GroupMe DeVoss may very well result in less and less funding for schools Trump's plan will result in the flipping of all of the progress that Obama made; easier to overturn things than make them happen 		

- Lowering regulation of banks → higher interest rates, more student loans, less grant money
- Some of the things that Trump wants to do for education are not supported by the GOP
- Trump's policies may make college cost less → more people will be able to go to college → renaissance in education
- Universities should take advantage of the tax breaks that corporations will get since they are technically corporations
- Popping of the liberal bubble
- Immediate professor reactions on the election to students as source material (project extensions, cancel class, etc.)
- Brainstorming notes not on paper
 - No set characters in this piece
 - Some sort of through line will exist; more thematic than storytelling
 - Piece will take place in some kind of academic room
 - Cooking show idea to be tabled but could be brought back later if it finds a place to fit in
 - Audience participation will not be a specific mandatory part of the show but will be a thing
 - Maybe judge performers based on their college app essays?

Homework

- Please look for source material that we can pull from on Thursday
- Remember that Zachary is attending next time!

School

Rehearsal Report #15

Tuesday, December 6th, 2016

Estes Room 2240

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, M. Leckey, C. Sanderson, A. Siebels

Late/Absent: None, thank you!

Start Time: 10:30 PM

End Time: 12:04 AM

Rehearsal Breakdown		
Time	What	Who
10:30 PM	Presentation of Moments	All
11:17 PM	Compose	All
11:34 PM	Present Compositions	All
11:47 PM	Discussion	All
12:04 AM	END REHEARSAL	-

Notes
<p>General</p> <ul style="list-style-type: none">The lovely Zachary Dorsey will be joining us next rehearsal!
<p>Director</p> <ul style="list-style-type: none">No notes, thank you!
<p>Management</p> <ul style="list-style-type: none">No notes, thank you!
<p>Upcoming Dates</p> <ul style="list-style-type: none">Next rehearsal is 12/8/16 from 10:30 PM – 12:00 AM in Estes Room 2240
<p>Notes</p> <ul style="list-style-type: none">We need to pin down what our major conflict of the show is<ul style="list-style-type: none">Rebecca: Two people for whom school is fulfilling its purpose / two people for whom it is notAubrey: Need to stay above the threshold, not necessarily need to be the best; fear of the unknownZak: Selecting merit vs. cultivating meritChris: Search for a way to fix meritocracy when none exists

- Melissa: Dissonance that exists between our belief of what the university's role should be and what it really does; ideology vs reality; sitting on a hill vs. Jesus on a cross
- Cailin: Combination of Rebecca and Melissa
- Thoughts on ideas above:
 - Combining Melissa and Rebecca's ideas would be a way to humanize/make relatable Melissa's idea (Chris wants credit for also having this thought)
 - Each character has a mind set on a different issue in collegiate world; different "road maps" to achieve the same end
 - Affirmative action?
 - Dreams as positive intentions; feel more to Melissa like manifestos; less about working together and more like necessities
 - We all have to go through the red tape and get the grades even though it sucks; are we working with multiple realities or paths
- We're going to have to start a conversation with our piece; it's impossible for us to cover everything and do it justice
- Need to touch the audience here *points to heart*, not try and answer the question

Homework

- Look for an e-mail from Melissa

School

Rehearsal Report #16

Thursday, December 8th, 2016

Estes Room 2240

Attendance: M. Carter, Z. Dorsey, Z. Gordon, R. Klein, C. Lindsay, M. Leckey, C. Sanderson, A. Siebels

Late/Absent: None, thank you!

Start Time: 10:39 PM

End Time: 12:09 AM

Rehearsal Breakdown		
Time	What	Who
10:39 PM	Presentation of Moments	All
11:05 PM	Discussion of Frame of Piece	All
11:08 PM	Devising	All
11:23 PM	Presentation of Moments	All
11:33 PM	Discussion of Moments	All
11:35 PM	Discussion	All
12:09 AM	END REHEARSAL	-

Notes
<p>General</p> <ul style="list-style-type: none">• Thank you, Zachary, for attending tonight's rehearsal!
<p>Director</p> <ul style="list-style-type: none">• Viewpoints will be cancelled tomorrow; instead, it will be a <i>School</i> rehearsal
<p>Management</p> <ul style="list-style-type: none">• No notes, thank you!
<p>Upcoming Dates</p> <ul style="list-style-type: none">• Next rehearsal is 12/9/16 from 3:30 PM – 5:30 PM in Estes Room 1298
<p>Notes</p> <ul style="list-style-type: none">• Frame of <i>School</i> – Aesthetic of Chris and Aubrey's moments, content of Rebecca and Aubrey's moments• Surprising when the light was turned onto those observing the cubby piece• Difference between those who college does and does not work for• Aubrey is most interested in fulfilled vs. unfulfilled (by higher education)• Are we including getting accepted into higher education into our piece?

- Melissa – only reason we are creating people in uni is for a bigger purpose in society; “What do we want this generation of uni students to come out into the world as?”
- Those who don’t even get into uni as another layer in addition to fulfilled/unfulfilled
- All like the idea of growth/lack thereof and the development of people
- Higher education affects all of society; is the conflict between uni/non-uni, or full/unfull
- Maybe combine dissonance between dreams/reality of uni with full/unfull?
 - Take conflict of dissonance and put it into the people
 - Dissonance between dreams of two groups (individual in performance as group)
 - Problem with defining “good/bad” experience(s) is declaring a side
- Personify University, United States
 - Not protagonist/antagonist; don’t want it to be black and white
 - Questions of our piece makes it seem like they’re working together but a lot of our texts have told us the opposite; dissonance between these two?
 - Impact that public has on uni
- What are we defining as “America”?
 - Public gets at the desire for big things
 - Government vs public
 - American people = still idea of “I want it but I don’t want to pay for it”
- Zachary → Opinion on our main conflict being dissonance between the interest of uni and interests of America? // dissonance between America and uni’s expectations of what the role of uni is in America?
 - Challenge of students creating a piece about education when their perspective is mired from being in the midst of it
 - Binary of inside/outside collegiate education experience; what it looks like from the inside vs. what it looks like from the outside
 - Dichotomy of full/unfull vs. the myriad of outside vantage points of the collegiate system
 - Melissa → what does knowledge mean in a Trump world? Concerned about speaking as someone inside the uni experience for someone outside of the uni experience

- Think about (if only for now) the multiplicity of voices of students and red-blooded Americans
- San Antonio Independent school district v. Rodriguez
 - [https://en.wikipedia.org/wiki/San Antonio Independent School District v. Rodriguez](https://en.wikipedia.org/wiki/San_Antonio_Independent_School_District_v._Rodriguez)
- Conflict of bubbles
- All of our research has been about the “bubble ripples” that uni makes, not about the fact that it is a bubble

Homework

- Melissa will be sending out specific durational pieces; please take a look at them

School

Rehearsal Report #17
Friday, December 9th, 2016
Estes Room 1201

Attendance: M. Carter, C. Lindsay

Late/Absent: Z. Gordon (3:32 PM, unexcused), R. Klein (3:33 PM, unexcused; excused at 4:38 PM), C. Sanderson (3:38 PM, unexcused), A. Siebels (3:42 PM, excused)

Start Time: 3:38 PM

End Time: __: __ PM

Rehearsal Breakdown		
Time	What	Who
3:38 PM	Discussion of duration	All
3:44 PM	Watch Forced Entertainment videos	All
3:55 PM	Discussion of rehearsal schedule	All
3:58 PM	Discussion of Forced Entertainment (and their pieces)	All
4:52 PM	Discussion of frames	All but R. Klein
5:16 PM	Discussion of conflict	All but R. Klein
Notes		
General <ul style="list-style-type: none">No notes, thank you!		
Director <ul style="list-style-type: none">Our piece will be durational; however, we do not have to be playing the same "game" the entire timeOur piece will not be episodic		
Management <ul style="list-style-type: none">No notes, thank you!		
Upcoming Dates <ul style="list-style-type: none">Next rehearsal is 12/11/16 from 10:30 AM – 12:00 PM in Estes Room 2240		
Notes <ul style="list-style-type: none">One full rehearsal of our durational piece does not mean that we can't do a durational piece; they aren't generally rehearsed and are based somewhat in improvisationMany types of durational performance: endurance art, super-long story (<i>Gatz</i>)		

- What we are doing is closest to what Forced Entertainment does
- Concept of everything as a "game" with no winners
- *Quizoola* would be fun... not as a part of this piece, but we could all do it later in the semester!
- *Tabletop Shakespeare* idea would combine Aubrey's parables (way that we're talking about any simplified story of these complex issues) with idea of something being smaller and observable from outside (looking down into an organism)
- 'And on the Thousandth Night' is too long for us (can't do 24-hour) and we don't want to make everything up on the spot; some improve, though
- *Speak Bitterness* could turn into us having bits of our college entrance essays and articles and research on a table; read out like in the performance
- *12AM: Awake and Looking Down* → plethora of aspects of what uni is; something that might be interesting is how we could improvise different stories around the aspects of uni that we researched
- School//Recess is no longer being pursued
- School//Actually may be too about us but School//Organism may be too complex
- It will be easy for an audience to write us off since we are students within school talking about school; School//Actually may feed this
- School//Organism → University as Organism seems to be the correct frame for now
- USA & America and University as Organism
 - Uni doesn't have to be on the petri dish for the entire performance
 - Observing the growth of university in a petri dish
 - We can't accurately represent the position of those outside uni but we need to acknowledge it

Homework

- Sunday's plan??
 - Frame → university as organism
 - Make a game based off of ^, one of the five listed conflicts
 - Use Forced Entertainment as inspiration

School

Rehearsal Report #18 Sunday, December 11th, 2016 Estes Room 1220

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, C. Sanderson, A. Siebels

Late/Absent: M. Leckey (10:20 AM, excused)

Start Time: 10:17 AM

End Time: 11:58 AM

Rehearsal Breakdown		
Time	What	Who
10:17 AM	Game presentation and discussion	All
11:13 AM	Discussion of frame	All
11:24 AM	Discussion of conflict	All
11:52 AM	Words from Melissa	All
11:58 AM	END REHEARSAL	-

Notes
<p>General</p> <ul style="list-style-type: none">• University as organism is our frame• We want to play games to figure out uni as org• Conflict is trying to figure out what the university is• We want to do a durational piece but we are struggling with how <p>Director</p> <ul style="list-style-type: none">• This piece needs to happen in a larger space• This piece needs to happen over the weekend at the end of February (26th) <p>Management</p> <ul style="list-style-type: none">• No notes, thank you! <p>Upcoming Dates</p> <ul style="list-style-type: none">• Wine and painting night → Tuesday 12/13; time and location TBD <p>Notes</p> <ul style="list-style-type: none">• Aubrey's game → university can never make a complete scholar because what it does is always changing; idea of how a scholar changes within different lenses (like <i>12AM</i> but w/out autonomy of the person dressing up)- Melissa's concern: idea that there is a "right answer"

- Chris' game → one member is proctor, rest have scantrons; like *Quizoola* but with a correct answer on the scantron; whoever gets the question right fills out an entire row; when someone fills out an entire scantron they get to write the first letter of their name on the board; winner is whoever gets their full name up there first
 - Melissa's concern: idea that there is a "right answer"
- Zak's game → *Speak Bitterness* but table is covered in readings and academic paperwork (AP tests, entrance essays, etc.); wants some action on top of it; something cool about the randomness
 - Melissa: maybe combine it with Chris'
- Rebecca's game → line-box game in one area, line-picture game in another (goal of this one is to try and draw the ideal uni); instead of writing initials to claim a box, make an observation about the uni being drawn at the other area and then swap out with someone drawing it
 - Melissa: for an audience, could we project the drawings on the wall in a larger scale
 - Rebecca: feels like it needs a second half but couldn't figure out what it would be
- Melissa's game → mannequin as scholar; accessory to dress the mannequin in (accessory represents an idea of what the scholar should be); state "They will be ___" as you are placing the prop and then tell a story until another person tells you to stop and puts on their own accessory (*12AM* meets *And on the Thousandth Night* with the planning of *Speak Bitterness*)
 - Zak: idea that each person embodies a different lens of the university
 - o Find a way to do this that furthers the point
 - Aubrey: why can you stop someone else talking?
 - o No one gets to finish their story; stopped toward the end; never get to finish making the scholar
 - Melissa: don't know what the conflict is; love the idea of America and uni conflict but not sure how to do it
- Whether or not we have conflict in our games, we need to have an overarching conflict for the piece
- Forced Entertainment's games don't really have a competitive element; however, after our semester talking about merit and testocracy, it's difficult to not have competition bleed into our games

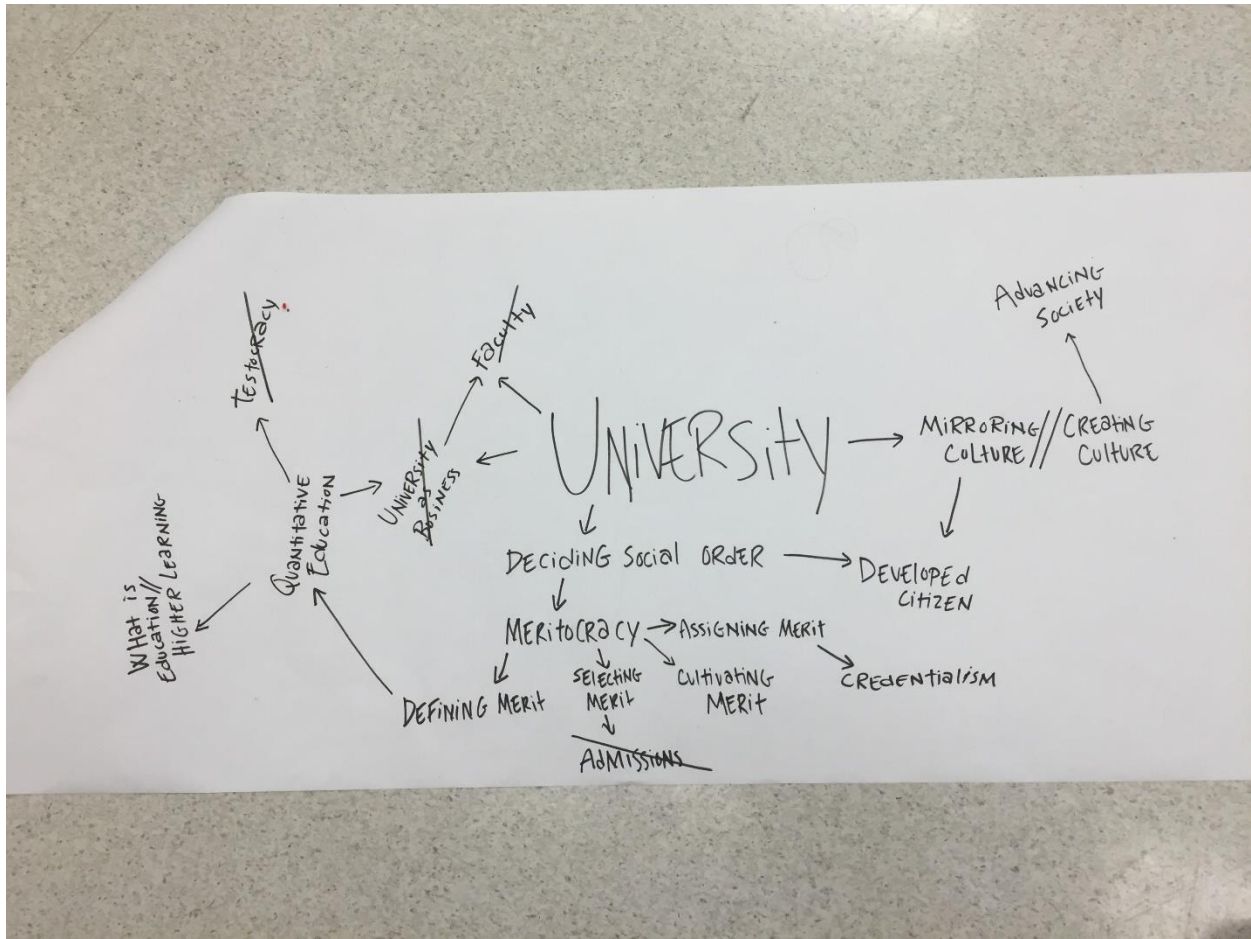
- Idea of a game that would force its players to be exhausted
- Combine Melissa, Zak, and Chris w/Melissa's as the "essay portion" of an exam
- Idea of accumulation of ideas/steps to achieve a small effect (Zak's 52 factorial with cards video)
- If we are going to play multiple games, they all need to fit into the frame of "uni as organism" and they all need to contribute to figuring out what the university is as an organism
- Can we place *Quizoola* in the "uni as organism" frame? (8-hour game of Truth or Dare → this may actually happen separate from *School*)
- *Quizoola* with uni vs. America or scholar vs. uni with both sides asking questions and answering back and forth; conversation instead of a one-sided game
- Mitochondria is the powerhouse of the cell
- Break down "What role does higher education play in America?" into smaller questions that can be *Quizoolá'd*; done on board in front of audience; scientific examination (lab coats?)
- **"University as organism" is our frame**
- Scantron use is a possibility; Cailin has access to some
- If we use the scantrons (or really for anything we do), it should try and have at least a double meaning if not even deeper than that
- What role does higher education have in society // what is the university as an organism and do we figure it out? → source of conflict?
- We can't actually figure out what the role of uni is because we're asking the question
- At the end of the piece, tired of exploring the question so we just throw in some random (and wrong) answer as the conclusion of the piece; leave the problem for younger generations
- Playing selves in this piece instead of characters
- You can't really have a moment of realization in a durational piece
- Audience's role in this durational piece needs to be less of "come and go whenever" and more of "you are going to come and sit through this thing with us but you can leave and get water/pee if you need to"
- **We are currently at:** examining the university and how we are doing it is on the nose in a way that is truthful and genuine instead of in a way that is "hey, believe this"; however, we are concerned that it is too much of what we are

doing and it doesn't have the human factor/too blunt/teaching instead of being

Homework

- Look for e-mails from Melissa over break

Appendix O



Appendix P

One Flat Thing Reproduced

https://www.youtube.com/watch?v=cufauMezz_Q

<https://www.youtube.com/watch?v=aCbVTR-I5RQ>

<https://www.youtube.com/watch?v=TnebCPB9gqk#t=414.9635146>

cat disco

<https://www.facebook.com/messynessychic/videos/1210429052332281/>

nap <<<< cultivation

https://www.facebook.com/bengedlow/videos/1014507491980150/?hc_ref=NEWSFEED

bob ross

<https://www.youtube.com/watch?v=bSm3fmEyJ20>

protein synthesis

<https://www.youtube.com/watch?v=u9dh00iCLww>

the more you know psa

<https://www.youtube.com/watch?v=oVjI5o0Ed9k>

clockwork orange

Charlie brown

sesame street – book worm

<https://www.youtube.com/watch?v=0Yo7AG32wfw>

interior semiotics

<https://www.youtube.com/watch?v=8RM1oTw6fPg&feature=youtu.be>

quizoola

<https://www.youtube.com/watch?v=uGOr-DrXieU>

https://www.youtube.com/watch?v=9bm_8Wgqlvg

narrating wildlife

Appendix Q

- school day – children
 - egg drop
 - parachute
 - puppets
 - puppet high
 - magic skewl bus
 - mr g
 - recess
 - bookworms
 - the more you know
 - bart simpson
- school day - actual
 - check out our college entrance essays
 - gob squad
 - study hall
 - not actual work
 - rating people
 - black mirror “nosedive”
 - egg drop
 - blue book
 - filling in giant scantron
 - ned’s declassified
 - gpa points
 - sat score
 - syllabus provided
 - maintain schedule
 - quizoola
 - community bottle episode
 - example AP tests
- examine the university
 - build a scholar = build a bear
 - good egg vs bad egg
 - “WHAT IS THIS; A SCHOOL FOR ANTS?!”
 - protein synthesis
 - crystal pite

Appendix R

THINGS WE KNOW

THE ENCHOR: THE UNIVERSITY

undergraduate liberal arts institution

THE QUESTION: What is the role of the undergraduate liberal arts institution in American society now?

THE LENS: the university as an organism in an ecosystem -> examining its niche

the research:



ecological niche = the role & position a species has in its environment; ~~there~~ includes all of its interaction with biotic & abiotic factors of its environment

Major conflict: ~~B~~ between America & University

Goal: ~~to~~ to spark a conversation

Why are we here? What ~~are~~ are we doing? What are we accomplishing what we can we'd to do?

to ~~teach~~, engage, ~~rather~~ to engage

What sparks our audience: ~~it's not preparing us~~ - liberal arts is failing us - ~~in that or~~ for the real world - liberal arts has succeeded in ~~preparing~~ expanding our minds & preparing us for reality

rules are very simple & very clear

interested in ~~exhaustive~~ genres

directional



things we don't know:

- what game we're playing
- how to fix the problems we've found
- what the major conflict is
- our opinion on the whole situation
- if we don't take a stance, we are like Emerson's parrot
 - the university is in a very privileged & powerful position. it is a position in which it has the potential to make a lot of change. it also has many limiting factors to the size of the impact it can have. it is liminal space which is seen by both those inside of it & outside of it as being separate from society. the largest power that it has is in its ability to transform citizens. American depends on the production of a minority of highly developed citizens to keep its systems running. the university is also criticizing the system that it is helping to create.
 - the main conflict is in the individuals – whether they are developed in the way that they feel is necessary
- I think that we should be in a lab, I think that this is day 117 of the investigation. I think that you are investigating some kind of liminal space such as a bubble- but not an actual bubble. I think that you each come in, you get your coffee, check your email, do whatever you do to start the day. then you begin your investigation: "subject # (their relationship)/(to the university)" (when get to research, put it up?)
- each of these subjects has a sign or something
- moment of breaking open
- now inside university ensemble picks up each sign & speaks about that experience

Appendix S

- asking every question
- list words, last letter of word – first letter of next
- slap game
- telling endless stories
- writing story, each person comes up with next word
- circle tug of war
- tearing piece of paper into smallest piece
- eye spy – no limit to questions
- riddle
- knock-knock jokes
- stacking bugles as high as you can
- take a block from the bottom of stack & put it on top
- counting every hair on someone's head
- part the red sea
- cup stack
- building a web
- cutting snowflake
- tearing every page out
- trying to read every book
- name every word you know
- tracing every line on your hand with a different color
- consume every piece of trash ppl produce
- pluck every hair on body
- think the same thing as someone else
- yes/no questions
- collect every fallen leaf
- try to find every color in someone's eye
- make amends for every wrong
- watch every episode of TV
- laugh without smiling for as long as you can
- pop every bubble at a gurgling brook
- put trackers on every rat in NYC
- count every crack in every sidewalk in NYC
- give every homeless person in NYC a ham sandwich
- say hello in every language
- see every piece of theatre in London
- collect all the snow before it melts
- knit a scarf
- dig a hole
- waking every person by blowing on their earlobe
- describe a tree to a blind person

Appendix T

- cover a body with fruitloops
- list the GPA of every student
- read every application
- read only the conclusion of every essay written by a stat major for an English class,
- tell the life story of president Alger, day by day
- contact every Alum
- deconstruct every argument made by every Greek philosopher
- solve every math problem
- write all of the digits of pi
- make a list of new words
- describe every teaching/learning pedagogy
- contact every person who was rejected from JMU
- tell us what happens to you after graduation
- write with a #2 pencil until it gets worn down to a nub
- sharpen #2 pencils until you have a pile of wood shavings large enough to kindle a fire
- find the end of an excel sheet
- tell us what life outside of the classroom is like for every teach you've had
- define merit
- rank everyone that attends JMU
- tell us about Tori
- cite every source
- find a conclusive answer to a question in a philosophy class
- erase every mistake you've ever made on an exam
- spell check every word
- tell everyone's story
- play that wikipedia game
- describe every applicant
- describe every capstone project
- propose every capstone project
- learn how to relate to uneducated individuals
- learn humility
- learn logical reasoning
- learn empathy
- learn your place
- learn how to be a man
- learn how to be a woman
- learn how to be a better you
- learn how to just be 1 step in front of the person next to you
- learn how to love
- learn how to manage your ti-
- lying about yourself

- talking in a voice
- naming something someone said that you zoned out
- trivial pursuit
- people & where they went to college
- info learned that wasn't subject of class
- gpa # - zodiac
- morse code with pen
- list cheat on test
- rate prof
- write essay for each word
- jeopardy
- #finals
- how was kindergarten? "why?" x 40
- musical break
- extended truth or truth
- count your heartbeats
- textbook mosaic
- points

Appendix U

School

Rehearsal Report #19
Tuesday, January 10th, 2017
Estes Room 1220

Attendance: M. Carter, Z. Gordon, R. Klein, M. Leckey, C. Lindsay, C. Sanderson, A. Siebels

Late/Absent: None, thank you!

Start Time: 10:08 PM

End Time: 11:37 PM

Rehearsal Breakdown		
Time	What	Who
10:08 PM	Rehearsal scheduling	All
10:31 PM	Melissa's lists discussion	All
10:59 PM	Structure of performance discussion	All
11:37 PM	END REHEARSAL	-

Notes
<p>General</p> <ul style="list-style-type: none">Melissa would like to have four/five rehearsals a week until a week or two before the performance<ul style="list-style-type: none">Tuesday 10:00 – 11:30 PMThursday 10:00 – 11:30 PMFriday 1:20 – 3:20 PMSaturday 10:00 AM – 12:00 PMSunday 10:00 AM – 12:00 PMOur performance will occur either February 25th or 26thWe will probably have an all-day rehearsal on February 19th. Please do not schedule anything that day without speaking to Melissa and/or Cailin first <p>Director</p> <ul style="list-style-type: none">Zak, please type a response to the two articles Melissa sent out over break and send them to her before Friday, 1/13 <p>Management</p> <ul style="list-style-type: none">Please see attached PDF for Melissa's list <p>Upcoming Dates</p> <ul style="list-style-type: none">Our next rehearsal will be Friday, 1/13, from 1:20 – 3:20 PM in TBA

Notes

- See attached PDF for Melissa's lists
- We have been concerned about this piece not being personal; however, the university is the most impactful on the individual instead of the collective
 - College is about individuals getting better over time, not a group of people
- Exhaustive games
 - Asking every question in the world
 - Word game where next words begins with last letter of previous word
 - Slap game w/hands
 - Telling endless stories
 - Circular tug of war
 - Tearing paper into the smallest piece
 - I Spy but no limit on questions
 - Riddle with the answer being another riddle
 - ^ but with knock-knock jokes
 - Stacking Bugles as high as possible
 - Taking the bottom block from a stack and adding it to the top
 - Counting every hair on someone's head
 - Trying to part the Red Sea but in a river
 - Cup stacking
 - Building a web
 - Cutting the most intricate paper snowflake possible
 - Tearing every page out of every book
 - Read every book written since you were born
 - Trace every line in your hand with a different color
 - Find the source of every sound you hear
 - Consume all trash ever produced
 - Pluck every hair on every body
 - Try and think the same thing as another person without saying anything
 - Collect every fallen leaf
 - Try to find every color in someone's eye
 - Make amends for every wrong in the world
 - Laugh w/out smiling for as long as you can
 - Watch every TV episode in the world

- Go to a gurgling brook and pop every bubble
- Put a tracker on every rat in NYC
- Count every sidewalk crack in NYC
- Make every homeless person in NYC hold a ham sandwich
- Say hello in every language
- See all of the theatre in London
- Collect all of the snow before it melts
- Knit a scarf
- Dig a hole
- Wake every person in the world by gently blowing on their earlobe
- Describe a tree to a blind person
- Aubrey is obsessed with oranges and their huge cells so she picked every juice vesicle out, arranged them by color, and then ate them all -> pick an orange apart forever
- Rebecca is a toast-buttering perfectionist -> butter toast forever
- Chris used to dip a fork in a jar of olive juice and lick it off to finish the juice -> lick works forever
- Structure notes
 - Takes place in an actual lab
 - Company members as researchers studying the effects of a bubble on subjects
 - Company members then becomes those subjects
 - "Subject #__ entered the liminal space. This is how they left it."
 - Not just about our generation; anyone that has entered the university bubble could be a subject
 - Subjects all fictional or all real people
 - Progression from analytical and quantitative → personal and qualitative
 - About what the bubble (university) does to individuals
 - Quizoola format in lieu of cards?
 - Bubble as its own being; has to be something in the room for it to break and allow the researchers to experience it
 - Both fictionally and actually durational; audience enters mid-research

Homework

- Please read the Forced Entertainment material that Melissa sent out over break before Friday rehearsal

School

Rehearsal Report #20 Friday, January 13th, 2017 Estes Room 1201

Attendance: M. Carter, R. Klein, C. Lindsay, C. Sanderson, A. Siebels

Late/Absent: Z. Gordon (excused), M. Leckey (excused)

Start Time: 2:00 PM

End Time: 3:30 PM

Rehearsal Breakdown		
Time	What	Who
2:00 PM	Forced Entertainment reading discussion	All
2:38 PM	Location discussion	All
2:45 PM	List exhaustive games	All
3:10 PM	Read off lists	All
3:30 PM	END REHEARSAL	-

Notes

General

- This is our rehearsal schedule until we begin to run the show in full
 - Tuesday 10:00 – 11:30 PM
 - Thursday 10:00 – 11:30 PM
 - Friday 1:20 – 3:20 PM
 - Saturday 10:00 AM – 12:00 PM
 - Sunday 10:00 AM – 12:00 PM
- Our performance will occur either February 25th or 26th
- We will probably have an all-day rehearsal on February 19th. Please do not schedule anything that day without speaking to Melissa and/or Cailin first

Director

- We will try and get a large lecture hall in either Miller or Memorial for the performance

Management

- No notes, thank you!

Upcoming Dates

- Our next rehearsal is tomorrow, **January 14th**, from **10:00 AM – 12:00 PM** in **Room 2240**

Notes

- Confident talking about durational pieces after reading about the tools for it
- As players on stage, are you looking for an arc/climax at a certain point or do you just read the group and it could happen whenever?
 - Intentional dramaturgy → certain points have to be hit
 - Reaction does not equal storyline
- Forced Entertainment is difficult to apply to our work because theirs is about the act of doing theatre and ours is not. However, we can still pull lessons from them, such as
 - Improvising rhythms, duration, and juxtapositions
 - Working without dialogue
 - Allowing implied dialogues/disagreements to develop
 - Improvisation to create not only content but structure
 - The power of restraint; "less is more"
 - Aesthetic – aesthetic that doesn't cloud message
 - One central location/simple task (imp. that rules we set are clear)
 - Clear rules combined with the spontaneity of the moment
 - Gradual unfolding of ideas
 - "What happens if ___?" → games
 - "Passion for failure and mistakes"
 - Destroying rules until there are new rules
 - Truth and distortion and how they intertwine
 - Choosing not to use texts → everyone can use texts → about the collective
 - Exhausting the inexhaustible (esp. in game)
 - Lists → continue on until they find something
- We will use Forced Entertainment for their digging process and structure; we will use Gob Squad for their intention
 - **From now on, we'll come to rehearsal with an improv set up and we're just going to go**
 - The company will decide on the improv

Homework

- **For tomorrow's rehearsal**, please come ready to participate in an improv in which you will be asked "How was kindergarten?". We will refresh the rules of the game before we begin.

School

Rehearsal Report #21 Saturday, January 14th, 2017 Estes Room 2240

Attendance: M. Carter, Z. Gordon, C. Lindsay, C. Sanderson

Late/Absent: R. Klein (10:22 AM, unexcused), M. Leckey (excused), A. Siebels (10:22 AM, unexcused)

Start Time: 10:25 AM

End Time: 12:37 PM

Rehearsal Breakdown		
Time	What	Who
10:25 AM	Opening notes	All
10:30 AM	"How was __ grade? Why?" improv	All
12:15 PM	Break	All
12:20 PM	Reflection	All
12:37 PM	END REHEARSAL	-

Notes
<p>General</p> <ul style="list-style-type: none">• This is our rehearsal schedule until we begin to run the show in full<ul style="list-style-type: none">- Tuesday 10:00 – 11:30 PM- Thursday 10:00 – 11:30 PM- Friday 1:20 – 3:20 PM- Saturday 10:00 AM – 12:00 PM- Sunday 10:00 AM – 12:00 PM• Our performance will occur either February 25th or 26th• We will probably have an all-day rehearsal on February 19th. Please do not schedule anything that day without speaking to Melissa and/or Cailin first <p>Director</p> <ul style="list-style-type: none">• We will try and get a large lecture hall in either Miller or Memorial for the performance <p>Management</p> <ul style="list-style-type: none">• We had a discussion about being on time to rehearsal and how inhibiting lateness is for this process.• The video of the improvisation cut off at 1:05:33

- The video will either go up on the Google Drive or it will be uploaded to YouTube (privately) and a link will be sent out

Upcoming Dates

- Our next rehearsal is tomorrow, **January 15th**, from **10:00 AM – 12:00 PM** in **Room 1201**

Notes

- Immediately felt poignant because we were learning things the way kids do – “Why?”
- Cyclical nature
- Answers were either long or straight to the point
- Kindergarten was joyful and first grade was much more subdued
 - We got tired
- Difficult to stay just on the grade we were talking about
- Realization we had to back up everything we said
- Everyone had a different approach to asking and answering, “Why?”
- Created the rule within ourselves that we had to stay on the topic of the grade we were on; kept focusing on trying to bring the conversation back to school
- General answers were less compelling
- Idea of going school by school vs. grade by grade
- Less questions → quicker progression through grades
 - Would we be less exhausted or more?
 - More on topic with grade or more willing to move away from it?
- If we had continued on for hours, would we have reached a point where we were exhausted with the first question?
- Melissa’s notes
 - If we do something like this again, we will have the additional rule of not being allowed to say “I don’t know.”
 - Audience members found themselves wanting to answer the questions that the company was → good way to spark dialogue with the audience in the future
 - Switch people after the 41st “Why?” because it leaves an unanswered question in the air
 - Everyone took an average of 15 minutes → if Melissa was added and we went through college, it would take roughly 48:28:00

- Sitting in a circle isn't a good format because it cuts you off from the audience; will be in more of a line in the future
- Got to choose when "Why?" was asked, so it was interesting that there was never a prolonged pause
- Differences in length of answer resulted in a difference of when "Why?" was asked
- With a piece this long, the audience gets to pick what they listen to → we need to work on how to direct their ears
- Length of the answer seemed to correlate with certainty of answer
- Interested in how genuinely people were asking "Why?"
- Responses like, "That's a good question" even though the question itself never changed
- After about an hour, I became less engaged → think it's because there are no stakes to the game
- Even though there's no winner, there needs to be more intention from the questioner or the audience will lose interest
- "That's the point of school. To receive something." – Rebecca; I think this is false. And true. And interesting.

Homework

- **For tomorrow's rehearsal**, think on how we can **develop** the following improv:
 - List everyone you can think of and where they went to school
 - List everyone you know who didn't go to school
 - List every teacher you have had and what subject they taught

School

Rehearsal Report #22 Sunday, January 15th, 2017 Estes Room 1201

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, M. Leckey, C. Sanderson

Late/Absent: A. Siebels (10:04 AM, unexcused)

Start Time: 10:02 AM

End Time: 12:00 PM

Rehearsal Breakdown		
Time	What	Who
10:02 AM	General notes	All
10:06 AM	Rules of the game	All
10:10 AM	Begin game	All
11:41 AM	Discussion	All
12:00 PM	END REHEARSAL	-

Notes

General

- This is our rehearsal schedule until we begin to run the show in full
 - Tuesday 10:00 – 11:30 PM
 - Thursday 10:00 – 11:30 PM
 - Friday 1:20 – 3:20 PM
 - Saturday 10:00 AM – 12:00 PM
 - Sunday 10:00 AM – 12:00 PM
- Our performance will occur either February 25th or 26th
- We will probably have an all-day rehearsal on February 19th. Please do not schedule anything that day without speaking to Melissa and/or Cailin first

Director

- We will try and get a large lecture hall in either Miller or Memorial for the performance

Management

- The video of today's game will either be on Google Drive or YouTube (unlisted)

Upcoming Dates

- Our next rehearsal is **Tuesday, January 17th**, from **10:00 PM – 11:30 PM** in **Room 1201**

Notes

- Rules of today's game
 - Sit in a row facing forward
 - One at a time, introduce yourself as another person (name, college currently attending)
 - Begin to tell a story about them from school (but don't impersonate them)
 - Try and get to the end of your story
 - If another person hears something that relates to one of their stories, they interrupt you
- Notes on yesterday's game
 - What would happen if we just started with freshman year instead of kindergarten?
 - What if we talked about classes instead of years?
 - Ask "So what?" or "Who?" instead of why
 - Less characters than today's game BUT more personal opinions
 - What if we were allowed to ask more than "Why?"
- Notes on today's game
 - Rebecca felt anxious because she would remember partial information but not enough to feel like she could begin talking; pressure to tell a story
 - Zak felt he was misrepresenting the person he was talking about at one point
 - Chris would fudge names or colleges on occasion because he wanted to continue the dialogue
 - It's our choice when we change the tone
 - Zak would like to rehearse more with games that allow the company to read each other's impulses and learn to time their speaking
 - Chris pointed out that it was difficult at first to figure out when to cut people off; would be fun in the future to play with duration
 - Aubrey and Chris were very comfortable in this game
 - The progression through interwoven themes was interesting (music majors, food, drunken shambles, etc.)
 - Zak: For the people outside of JMU, where they attended college either had little to no influence on the story or made that person the poster child of that school
- Melissa's notes on today

- Melissa would like to try the games for 5-10 minutes and then let her give notes before we progress for 60+ minutes
- For privacy reasons, we can't play this game in an actual show but it's good practice
- Learning to not cut each other off at the same time and learning to change the tempo more ("Hi, I'm Meliss-Hi, I'm Aubrey!")
- Give the weight of the stories the length they deserve (ex. Bedridden story following the stories about loving Aubrey should have had more time)
- Best when everyone was riffing off a specific topic → how do we focus this in on college without limiting ourselves, esp. if we do something like this in our final piece
- Where the person attended university became an intrinsic part of their identity
- How you spoke about people was not how those people would speak about themselves
- Can we repeat people? In the future, no repetition.
- Who are you talking to? Direct address? Is the audience here?
- Specific rules and given set of circumstances in the future

Homework

- For Tuesday's game, we will be building a "textbook mosaic"
 - We will go over more rules and specifics on Tuesday

School

Rehearsal Report #23
Tuesday, January 17th, 2017
Estes Room 1201

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, M. Leckey, A. Siebels

Late/Absent: C. Sanderson (11:04 PM, excused)

Start Time: 10:00 PM

End Time: 12:05 AM

Rehearsal Breakdown		
Time	What	Who
10:00 PM	Rehearsal Planning	All but C. Sanderson
10:22 PM	Game rules discussion	All
11:15 PM	Begin textbook mosaic/flip cup game	All
11:56 PM	Discussion and clean-up	All
12:05 AM	END REHEARSAL	-

Notes
<p>General</p> <ul style="list-style-type: none">This is our rehearsal schedule until we begin to run the show in full<ul style="list-style-type: none">Tuesday 10:00 – 11:30 PMThursday 10:00 – 11:30 PMFriday 1:20 – 3:20 PMSaturday 10:00 AM – 12:00 PMSunday 10:00 AM – 12:00 PMOur performance will occur either February 25th or 26thWe will probably have an all-day rehearsal on February 19th. Please do not schedule anything that day without speaking to Melissa and/or Cailin first <p>Director</p> <ul style="list-style-type: none">We will try and get a large lecture hall in either Miller or Memorial for the performance <p>Management</p> <ul style="list-style-type: none">Melissa will not be at rehearsal 2/2 but we will still have rehearsalThere will not be a rehearsal on 2/3 or 2/42/5's rehearsal will be moved to the evening

- Because of all of the rehearsal that we are allowing Zak to miss, we will be scheduling in some weird rehearsal times
- The video from today's game will be uploaded to YouTube (unlisted); the link will be sent out when it is completed

Upcoming Dates

- Our next rehearsal is **Thursday, January 19th at 10:00 PM in Room 1201**

Notes

- Textbook mosaic/Flip cup game
 - Two groups (Chris&Zak/Rebecca&Aubrey)
 - C&Z use textbook arsenal to make a singular textbook about things you learn in class that aren't on the subject matter (no speaking)
 - R&A will be having a flip cup competition and announcing each of their flips
 - Whoever flips the most cups by the time C&Z finish a sentence, "wins" and gets to draw or edit a diagram about how to win flip cup (no erasing)
 - The person who glued down the last word of the sentence gets to read it out loud
 - As soon as the sentence begins to be read, the diagram begins to be drawn
 - When the sentence is finished, everyone besides the diagram-drawer breaks into dance
 - When the diagram is finished, the teams switch and repeat
- Thoughts on doing the game again
 - Remove dancing because it was distracting from watching the diagram work
 - Boys sweatier from flip cut; girls sweatier from making sentences
- We will discuss adjusting our Saturday rehearsal on Thursday

Homework

- Thursday's game will be based on the Forced Entertainment "Love is ___" reading; will use "Love is ___" or "I love you ___"
- Topic will be one of the ones Melissa came up with; picked on Thursday

School

Rehearsal Report #24

Thursday, January 19th, 2017

Estes Room 1201

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, M. Leckey, C. Sanderson, A. Siebels

Late/Absent: None, thank you!

Start Time: 10:00 PM

End Time: 11:24 PM

Rehearsal Breakdown		
Time	What	Who
10:00 PM	Most Important Virtue?	All
10:20 PM	Begin "You're a productive citizen because..." game	All
11:10 PM	Schedule planning	All
11:14 PM	Discussion	All
11:24 PM	END REHEARSAL	-

Notes

General

- This is our rehearsal schedule until we begin to run the show in full
 - Tuesday 10:00 – 11:30 PM
 - Thursday 10:00 – 11:30 PM
 - Friday 1:20 – 3:20 PM
 - Saturday 10:00 AM – 12:00 PM
 - Sunday 10:00 AM – 12:00 PM
- Our performance will occur either February 25th or 26th
- We will probably have an all-day rehearsal on February 19th. Please do not schedule anything that day without speaking to Melissa and/or Cailin first

Director

- We will try and get a large lecture hall in either Miller or Memorial for the performance

Management

- Melissa will not be at rehearsal 2/2 but we will still have rehearsal
- There will **not** be a rehearsal on 2/3 or 2/4
- 2/5's rehearsal will be moved to the evening

- Because of all of the rehearsal that we are allowing Zak to miss, we will be scheduling in some weird rehearsal times
- The video from today's game will be uploaded to YouTube (unlisted); the link will be sent out when it is completed

Upcoming Dates

- Our next rehearsal is **Friday, January 20th at 1:20 PM in Room 1201**

Notes

- "You're a productive citizen because..."
 - Rebecca never stands
 - Someone must always be standing
 - You can sit in any of the lined-up desks
 - You must try to keep a straight face
 - If you wish to "exit", you may stand against the wall. No speaking.
 - You may not sit in the same desk twice unless you've sat in every other desk
 - Everyone has a "secret rule" that they do not share
- Scheduling notes
 - If we can plan accordingly during tomorrow's rehearsal, we will not need to schedule an extra rehearsal on Monday
 - However, if we **cannot**, we will have a rehearsal on Monday the 23rd from 10:00 – 11:30 PM. Please leave that time open
- Game reactions
 - Rebecca wanted to move more
 - Zak and Chris were uncomfortable with not having things to say
 - Rebecca was comfortable with silence
 - If we did this again, we would generate a lot of material and learn each other's so that it wasn't personal anecdotes
 - Everyone but Rebecca came in and out of focus
 - More difficult to focus the more we did
 - Big difference between "productive citizen" and "productive person"
 - Super interesting when Aubrey changed the meaning of what we were saying; from validating your productivity to pointing out what made you productive

Homework

- None, thank you!

School

Rehearsal Report #26
Friday, January 21st, 2017
Estes Room 1201

Attendance: M. Carter, R. Klein, C. Lindsay, M. Leckey, C. Sanderson, A. Siebels

Late/Absent: Z. Gordon (10:01 AM, excused)

Start Time: 10:00 AM

End Time: 12:10 PM

Rehearsal Breakdown		
Time	What	Who
10:00 AM	Recap of Women's March	All
10:02 AM	Recap of frame	All
10:07 AM	Rescheduling	All
10:14 AM	Discussion of today's game	All
10:29 AM	Starfish game	All
10:34 AM	Begin game	All
11:37 AM	Discussion of game	All
12:10 PM	END REHEARSAL	-

Notes

General

- This is our rehearsal schedule until we begin to run the show in full
 - Tuesday 10:00 – 11:30 PM
 - Thursday 10:00 – 11:30 PM
 - Friday 1:20 – 3:20 PM
 - Saturday 10:00 AM – 12:00 PM
 - Sunday 10:00 AM – 12:00 PM
- Our performance will occur either February 25th or 26th
- We will probably have an all-day rehearsal on February 19th. Please do not schedule anything that day without speaking to Melissa and/or Cailin first

Director

- We will try and get a large lecture hall in either Miller or Memorial for the performance
- When Melissa has a dialogue with her panel (Dennis, Ingrid, Zachary) during Finals Week (date TBA), we are allowed to be there

Management

- Melissa will not be at rehearsal 2/2 but we will still have rehearsal
- There will **not** be a rehearsal on 2/3 or 2/4
- 2/5's rehearsal will be moved to the evening
- Because of all of the rehearsal that we are allowing Zak to miss, we will be scheduling in some weird rehearsal times

Upcoming Dates

- Our next rehearsal is **Tuesday, January 24th at 10:00 PM in Room 1201**

Notes

- We will spend every rehearsal until Saturday developing one of the games in our two frames
- Today, we will be doing the flip cup/textbook
 - Six cups to be flipped; once each one is flipped, it is stacked to create a pyramid. When the pyramid is complete, start over
 - Winner of flip cup is the one who flips the most
 - Sentences are being made from research
 - Sentences are a list of characteristics of a scholar
 - When a sentence is completed, it is read aloud by the person that finished it
 - When a sentence is completed, the winner of flip cup draws/edits a diagram about how to properly play flip cup; everyone watches
 - Diagram has real information
 - Teaching the diagram as they're drawing it
 - When the diagram-drawer is over, there is a dance break for the entirety of the Bookworm song
 - At the song's conclusion, the teams switch and repeat
- Notes on game from company
 - Started to actually do better based on the diagrams
 - Formed systems for tearing out the paper
 - Came up with nonverbal ways to communicate during the book-building
 - Flip cup competition with self vs. with teammate
 - Song after diagram worked better
 - Discussion of removing the "competitive" element from the flip cup; no winner/loser; treat it more like a scientific experiment
 - Ratio of flipped cups instead of number of flipped cups to determine success?

- Notes on game from Maria
 - Lack of reflection on the sentences made the flip cup seem more important than the book
 - Trial and error throughout when trying to find the best flip cup method
 - Doc cam for the book building in the future? It makes it difficult for the audience to stay focus on the book-builders when there's nothing to see
 - Are we characters when we are flipping/book-building/teaching/dancing? We don't have our given circumstances figured out yet so for now, be yourselves
- Notes on game from Melissa
 - The flip cup and the song don't directly contribute to what makes an ideal scholar → Don't need to change it but need to figure out why it is relevant
 - Flip cup as experiment → everything should be exactly the same except for the variable (whatever it may be); include information outside of the actual flipping (where cups stack, how grab cups, etc.)
 - Only one person will make the book at a time. The other person will be reading Aubrey's Parables/something related to the scholar to the audience
 - Everyone swaps roles every round except for the person who lost flip cup; if they're playing for ages and get too tired, they can tap out
 - Winner of flip cup sings lead vocals during the "Bookworm" song and everyone else has a position they have to form into and dance it out
 - What if, instead of the dance break happening in between, it happens when you least expect it? Cailin/Melissa start music at a random time → person who is ahead in flip cup is lead vocalist.
 - Two tables in different places facing the audience
 - Too casual getting from one place to another; aim for no transition time at all
 - When watching the diagram be drawn, everyone else should be sitting
 - If we do this again, each person at the beginning will present their own variation on the technique and then do the entire thing using that technique. Whoever achieves the most flips has the most effective technique.

Homework

- Come up with 10 statements on characteristics of a scholar → send them to Melissa before Tuesday's rehearsal

Appendix V

School

Rehearsal Report #27

Tuesday, January 24th, 2017

Estes Room 1201

Attendance: M. Carter, Z. Gordon, C. Lindsay, M. Leckey, C. Sanderson, A. Siebels

Late/Absent: R. Klein (10:02 PM, unexcused)

Start Time: 10:00 PM

End Time: 11:33 PM

Rehearsal Breakdown		
Time	What	Who
10:00 PM	Opening remarks	All
10:13 PM	Outline of game	All
10:22 PM	Begin game	All
11:08 PM	Notes from company	All
11:14 PM	Notes from Maria & Melissa	All
11:25 PM	Conversation between all	All
11:33 PM	END REHEARSAL	-

Notes

General

- This is our rehearsal schedule until we begin to run the show in full:
 - Tuesday 10:00 – 11:30 PM
 - Thursday 10:00 – 11:30 PM
 - Friday 1:20 – 3:20 PM
 - Saturday 10:00 AM – 12:00 PM
 - Sunday 10:00 AM – 12:00 PM
- Our performance will occur either February 25th or 26th
- We will have an all-day rehearsal on February 19th

Director

- Melissa is trying to get a large lecture hall in either Miller or Memorial for the performance
- When Melissa has a dialogue with her panel (Dennis, Ingrid, Zachary) during Finals Week (date TBA), we are allowed to be there
- The magnificent Zachary Dorsey will be at our rehearsal on Friday!

Management

- Melissa will not be at rehearsal 2/2 but we will still have rehearsal
- There will **not** be a rehearsal on 2/3 or 2/4
- 2/5's rehearsal will be moved to the evening
- Because of all of the rehearsal that we are allowing Zak to miss, we will be scheduling in some weird rehearsal times
- The YouTube link will be sent out of today's game once it is uploaded

Upcoming Dates

- Our next rehearsal is **Thursday, January 26th at 10:00 PM in Room 1201**

Notes

- Rules of the game
 - Two people sit in desks, two stand "offstage"
 - One person picks a statement from the scholar book and reads it aloud
 - Other person asks them "Why?"
 - First speaker answers the "Why" until they are asked 30 times OR someone "offstage" cuts in
 - If someone "offstage" cuts in, they take the place of the person answering "Why" and that person becomes the one asking
 - Regardless of how many switches occur, there is a forced switch to a new statement after 30 "Why?"s
- Notes from company
 - Hardest part was keeping track of who was supposed to have the book
 - Rebecca hated it when Aubrey "made her keep talking"
 - Chris tried to keep Aubrey from talking about science (and failed)
 - Rebecca realized that she could cut someone off in the middle of an answer but never did it; would be interesting because that person would be face-to-face with whoever they contradicted
 - Aubrey felt like an active listener as opposed to the "How was kindergarten?" format
 - No matter how far-off we got, it always came back to the research with the next question
 - Aubrey is interested in where this will go in long form
 - Less personal stories than Rebecca was expecting
 - Zak thought it was most compelling when people gave a gut response instead of a thought-out one
 - Answers from instinct were more interesting than answers from fact

- Notes from Maria
 - Wanted there to be something to spur the change in question (besides reaching the 30-Why limit)
 - Rebecca's responses of "... Because x" felt like responses to nonverbal "Why?"
 - Still have questions about given circumstances
 - Felt like there was more variety in this than "How was kindergarten?"
- Notes from Melissa
 - You have to believe what you are saying (from the book) is true and important and you have to convince them... but do you? Whose opinions are these (in the book)? Maybe it's not your opinion and that's okay
 - Switching chairs felt wrong; Melissa has many other versions that she wants to see
 - Wanted there to be a punishment if you get tapped out (ex. Have to run up and down the stairs)
 - Wanted Cailin to have a buzzer instead of saying "Switch"
 - Maybe it doesn't have to be 30 "Why?"s; maybe it's a buzzer backstage instead of with Cailin, etc.
 - Take your time reading the book so that you can genuinely understand the sentence you're saying
 - Maybe this is the first time the book is being read (made in the game before but the sentences aren't read)
 - Maybe tear the pages out and spread them across the table like "Speak Bitterness"
 - Almost felt like the book was holding you back (bound, didn't belong to you)
 - Had the image of only the projector light being on and the person answering questions is standing in it
 - Some of the answers could be full stories that we have prepared beforehand (stories of scholars, parables)
 - Maybe people not answering questions are constructing a chart as the game goes
 - Maybe one person offstage is exercising and the other is meditating
 - Loved the rock paper scissors solution
- Conversation between all

- Switching questions felt like throwing out any progress
- Maybe the original question doesn't go on the chart but maybe one piece of information does
- Maybe buzzer comes from backstage and means that the question has been answered from the "Why?"s
- What if you keep getting asked "Why?" until you get something that is useful enough to go up on the chart? Might help us actually find a real answer.
- Diversity will come through the fact that anyone can jump in at any time
- Maybe some of the answers to the questions are stories and the story is something from our research
- Maybe there are other things on the table that we can pull besides the scholar statements to find an answer to the statement
- Zak likes the idea of the stories being their own weight inside the piece as a distinct moment
- Maybe it's not the stories in this part because we already have them in the first part. Maybe it's just paragraphs of our research. Company knows what paragraphs are in there but they don't know where they are. If someone asks you a question where you know the answer is in a paragraph on the table, you have to go find it on the table.

Homework

- None??? Melissa escaped.

School

Rehearsal Report #28

Thursday, January 26th, 2017

Estes Room 1201

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, M. Leckey, C. Sanderson, A. Siebels

Late/Absent: None, thank you!

Start Time: 10:00 PM

End Time: 11:34 PM

Rehearsal Breakdown		
Time	What	Who
10:00 PM	Discussion of schedule and room reservation	All
10:23 PM	Discussion of Melissa's proposal	All
10:34 PM	Rules of the game/Set-up	All
10:45 PM	Begin Hopscotch/Interview/Essay game	All
11:23 PM	Discussion	All
11:34 PM	END REHEARSAL	-

Notes
<p>General</p> <ul style="list-style-type: none">This is our rehearsal schedule until we begin to run the show in full:<ul style="list-style-type: none">Tuesday 10:00 – 11:30 PMThursday 10:00 – 11:30 PMFriday 1:20 – 3:20 PMSaturday 10:00 AM – 12:00 PMSunday 10:00 AM – 12:00 PMOur performance will occur either February 25th or 26thWe will have an all-day rehearsal on February 19th <p>Director</p> <ul style="list-style-type: none">When Melissa has a dialogue with her panel (Dennis, Ingrid, Zachary) during Finals Week (date TBA), we are allowed to be thereThe magnificent Zachary Dorsey will be at our rehearsal tomorrow!Megan Cizek will (hopefully) be at rehearsal on 2/6Lauren Chapman will be at rehearsal on 2/16

- Morgan Flanagan will be at rehearsal on 2/2 to help us choreograph the “Bookworm” song. If not her, then Elana Swartz. Maria Leckey will help lead this rehearsal.

Management

- Rehearsal on Saturday, 1/28 will be from 4:00 – 6:00 PM
- Melissa will not be at rehearsal 2/2 but we will still have rehearsal
- There will **not** be a rehearsal on 2/3 – 2/5
- Rehearsal on Monday, 2/6 will be from 10:00 – 11:30 PM
- Rehearsal on Friday, 2/24 will be from 7:00 – 9:00 PM
- ^ I’m going to create a calendar so that our rehearsal schedule is less baffling
- The YouTube link for Tuesday’s game can be found here:
<https://youtu.be/v-pP5ft vUs>
- There will be a master sheet of links to all of the games on the Drive

Upcoming Dates

- Our next rehearsal is **Friday, January 27th at 1:20 PM in Room 1201**

Notes

- Melissa is going to try and reserve Harrison 2105 for our performance
- Notes on Melissa’s proposal
 - Melissa likes the cyclical nature of it
 - Taking the book in the part of “how to be a democratic citizen” and will either 1) state a fact from the book and ask why or 2) “You are a democratic citizen because ___”
 - Laying out the pages of the textbook is like the frame in “Speak Bitterness”
 - Instead of running in place, creating a hopscotch game out of Scantron bubbles (round of applause ensues)
- Rules of the game
 - One person is writing an essay, one person is playing hopscotch, two people are part of an interview process
 - ^ One person is the interviewer and asks “Why?” 25 times
 - ^ The other is being interviewed and begins with an opening statement about why they are an ideal scholar before answering the “Why?”s
 - After 25 “Why?”s, a buzzer will sound and the positions switch
 - ^ Hopscotch → Interviewer, Interviewer → Interviewee, Interviewee → Essay, Essay → Hopscotch
- Discussion

- Move the person playing hopscotch from the "Why?" seat to the essay writing
- Assigned parables for tomorrow
 - Chris → Clarence Thomas
 - Rebecca → Adonis with the Pimple
 - Zak → Harrison Bergeron
 - Aubrey → the Chinese guy

Homework

- Review your assigned parable if you don't remember it well enough to tell it

School

Rehearsal Report #29 Friday, January 27th, 2017 Estes Room 1201

Attendance: M. Carter, Z. Dorsey, Z. Gordon, R. Klein, C. Lindsay, M. Leckey, C. Sanderson

Late/Absent: A. Siebels (1:23 PM, unexcused)

Start Time: 1:20 PM

End Time: 3:20 PM

Rehearsal Breakdown		
Time	What	Who
1:20 PM	How can we alter the flip cup/textbook game?	All
1:37 PM	Set-up rules	All
1:45 PM	Begin game	All
2:18 PM	End game/Discussion	All
3:20 PM	END REHEARSAL	-

Notes
<p>General</p> <ul style="list-style-type: none">• This is our rehearsal schedule until we begin to run the show in full:<ul style="list-style-type: none">- Tuesday 10:00 – 11:30 PM- Thursday 10:00 – 11:30 PM- Friday 1:20 – 3:20 PM- Saturday 10:00 AM – 12:00 PM- Sunday 10:00 AM – 12:00 PM• Our performance will occur either February 26th in Harrison 2150• We will have an all-day rehearsal on February 19th in Harrison 2150 <p>Director</p> <ul style="list-style-type: none">• When Melissa has a dialogue with her panel (Dennis, Ingrid, Zachary) during Finals Week (date TBA), we are allowed to be there• Morgan Flanagan will be at rehearsal on 2/2 to help us choreograph the "Bookworm" song. If not her, then Elana Swartz. Maria Leckey will help lead this rehearsal.• Megan Cizek will (hopefully) be at rehearsal on 2/6• Lauren Chapman will be at rehearsal on 2/16

Management

- Rehearsal on Saturday, 1/28 will be from 4:00 – 6:00 PM
- Melissa will not be at rehearsal 2/2 but we will still have rehearsal
- There will **not** be a rehearsal on 2/3 – 2/5
- Rehearsal on Monday, 2/6 will be from 10:00 – 11:30 PM
- Rehearsal on Friday, 2/24 will be from 7:00 – 9:00 PM
- ^ I'm going to create a calendar so that our rehearsal schedule is less baffling
- There will be a master sheet of links to all of the games on the Drive
- Thank you, Zachary, for reserving Harrison 2105 for us!

Upcoming Dates

- Our next rehearsal is **Saturday, January 28th at 4:00 PM in Room 1201**

Notes

- Storyteller is sitting and picking a spot and never looking away from it, even once they've concluded their story
- Sentences are characteristics of the ideal democratic citizen; constructed out of essay and research
- When sentence is finished, it is read aloud
- Winner of flip cup draws a diagram and everyone else sits and learns
- Winner of flip cup goes to build book, loser stays
- Person making the book goes to storytelling
- Storyteller goes to play flip cup
- Move to stations as fast as humanly possible
- Every now and then, the song will start playing. Book-builder is lead singer, everyone else dances along. Performs for audience.
- Flip cup rules
- Flip cups and make six cup structure, stacking right to left
- When
- Every 24 successful flips, you add a cup to your name
- Discussion
- Definitely going to textbook/flip cup and "Why?" games; we need to make sure the middle game fits in and is impacted by the first
- If we're doing multiple games, we need to focus on an objective
- Make sure frame returns back to investigating the ideal scholar
- Physical exhaustion of hopscotch was useful
- Contrast between grounded focus and movement is interesting to watch

- Liked the buzzer for "Why?" game
- Would like a way for the textbook-reader to announce they are about to read to get attention
- Liked the randomness of the song; maybe we don't know how many "Why?"s will be asked
- Like the idea of the buzzer in the hands of other company members
- Being intentional with characters and given circumstances and goals
- Three-part structure (college admission, college life, post-grad)
- For food/drink/bathroom during the actual show, the person building the textbook has the right to leave
- Tomorrow's rehearsal will start talking through Tuesday's game
- Need to actually **run** between stations
- Extra discussion time
- Being yourself instead of playing a character b/c that's what the company gravitates towards
- Theoretically, the growth that happens in the piece should also happen to you
- Outcomes of the flip cup/textbook/parable game have an effect on the next game (benefit or drawback)
- What if, after 24 flips, you put your cup in someone else's category instead of your own?
- Adding cups from physical activity in the first round, subtracting during flip cup, adding them back in the final game
- The relationship between society and university has been left out of our piece so far... how does it relate insofar as people outside the collegiate bubble, people who don't go to college, college grads re-entering society, etc?
- Company is conscious that they are performing and that there is an audience
- What is society's role in this performance?
 - Idea of audience as society
 - Idea of live Twitter poll from audience to determine who is the most ideal scholar in the first round
 - Idea of Melissa and Cailin as society (Melissa saw us as the collegiate administration)
 - Mimicking the wildlife documentary thing and turning flashlights on them
 - American literature closing us in (on the walls)
 - Book could be made out of the American texts for "democratic citizen" bit

- Use the American texts to create the textbook, too
- Pledge of Allegiance somewhere in the show
- Passing notes from society to the performers
- Eyes above made out of American flags
- Constant news feed playing
- What if the top Tweets on Twitter are included in the essay?
- Hazmat suits...? Aubrey can hook us up

Homework

- Come to rehearsal with three new prompts for the essay and three new ideas for a physical activity to replace hopscotch (related to testing)
 - What within the college admission process does the essay help with?

School

Rehearsal Report #30

Saturday, January 28th, 2017

Estes Room 1201

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, M. Leckey, C. Sanderson, A. Siebels

Late/Absent: None, thank you!

Start Time: 4:00 PM

End Time: 6:04 PM

Rehearsal Breakdown		
Time	What	Who
4:00 PM	Catching up Zak	All
4:06 PM	Homework sharing / Essay discussion	All
5:18 PM	Narrowing down of American texts	All
5:58 PM	Decision on physical activity for Game One	All
6:04 PM	END REHEARSAL	-

Notes
<p>General</p> <ul style="list-style-type: none">We will have an all-day rehearsal on February 19th in Harrison 2150, 10:00 AM – 6:00 PMOur performance will occur either February 26th in Harrison 2150, 10:00 AM – 6:00 PM <p>Director</p> <ul style="list-style-type: none">When Melissa has a dialogue with her panel (Dennis, Ingrid, Zachary) during Finals Week (date TBA), we are allowed to be there <p>Management</p> <ul style="list-style-type: none">The master sheet for the links to our games and our rehearsal calendar are on the Drive <p>Upcoming Dates</p> <ul style="list-style-type: none">Our next rehearsal is Sunday, January 29th at 10:00 AM in Room 1201 <p>Notes</p> <ul style="list-style-type: none">Ideas for essay/parable prompt<ul style="list-style-type: none">If your plane crashed onto an island, why would you be the leader of the island?

- **What can you already offer society?**
- Show us your personality.
- From what platform would you run as an elected official?
- To what extent can you give evidence and support ideas?
- Why are you a person we should trust?
- You are a CEO of a Fortune 500 company. **How did you get to where you are today?**
- What isn't in your GPA that you want us to know?
- What other information should we know about you (that will make us want to accept you here)?
- What can we teach you?
- Essay(Parable) definitive information
 - One cohesive document between all four people
 - Use the American texts to build the essay/parable
 - Use the essay/parable and our research to build the textbook
 - Essay/parable only pulls from the EXACT words in the American texts
 - Our eleven American texts
 - o *The Great Gatsby*
 - o *I Know Why the Caged Bird Sings*
 - o The Constitution
 - o *Peanuts*
 - o *Tom Sawyer*
 - o *To Kill a Mockingbird*
 - o *Uncle Tom's Cabin*
 - o *The Grapes of Wrath*
 - o *1984*
 - o *Death of a Salesman*
 - o "I Have a Dream" speech
- Clarifications
 - Never playing a character
 - Our physical activity in Game #1 will be the Pacer Test

Homework

- Find "Ctrl-F"-able texts online
 - Aubrey → *Gatsby*, *TKaM*, *Tom Sawyer*
 - Chris → *1984*, "I Have a Dream", *Peanuts*

- Rebecca → *Death of a Salesman, I Know Why the Caged Bird Sings*
- Zak → *Uncle Tom's Cabin, The Grapes of Wrath*

School

Rehearsal Report #31
Sunday, January 29th, 2017
Estes Room 1201

Attendance: M. Carter, Z. Gordon, R. Klein, M. Leckey, C. Lindsay, C. Sanderson

Late/Absent: A. Siebels (excused)

Start Time: 10:05 AM

End Time: 11:56 PM

Rehearsal Breakdown		
Time	What	Who
10:05 AM	Discussion	All
10:10 AM	Starfish exercise	All
10:14 AM	Parable discussion	All
10:17 AM	Cyclical storytelling exercise	All
10:31 AM	Watch video	All
10:39 AM	Make up own parable	All
10:44 AM	Set up new game	All
10:56 AM	Begin game	All
11:07 AM	Discussion	All
11:56 AM	END REHEARSAL	-

Notes
<p>General</p> <ul style="list-style-type: none">We will have an all-day rehearsal on February 19th in Harrison 2150, 10:00 AM – 6:00 PMOur performance will occur either February 26th in Harrison 2150, 10:00 AM – 6:00 PM <p>Director</p> <ul style="list-style-type: none">When Melissa has a dialogue with her panel (Dennis, Ingrid, Zachary) during Finals Week (date TBA), we are allowed to be there <p>Management</p> <ul style="list-style-type: none">The master sheet for the links to our games and our rehearsal calendar are on the Drive <p>Upcoming Dates</p> <ul style="list-style-type: none">Our next rehearsal is Tuesday, January 31st at 10:00 PM in Room 1201

Notes

- Melissa thinks our essay/parable should be about something that doesn't succeed and we learn from the failure
- Rules of today's game
 - Three stations → One person gets up on chair and tells their parable, one person stacks and unstacks cups as quickly as possible, one runs laps around Forbes while trying to beat your previous time
 - Switch stations when the parable is over
 - Parable to cups, cups to running, running to parable
- Notes on game
 - Zak's story about stars was the most parabolic so we will use it
 - **Essay prompt:** Tell a story about success
 - Physical activity we will try - balancing 100 stacked cups on open palm
 - ^ If you make it through an entire round without dropping the cups, you get to add one to your castle
 - Another physical activity we will try is something with starting lawn mowers
- What does the purgatory for college look like?

Homework

- None, thank you!

School

Rehearsal Report #32
Tuesday, January 31st, 2017
Estes Room 1201

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, C. Sanderson, A. Siebels

Late/Absent: M. Leckey (10:08 PM, unexcused)

Start Time: 10:00 PM

End Time: 11:35 PM

Rehearsal Breakdown		
Time	What	Who
10:00 PM	Scheduling	All
10:23 PM	Prepare for game	All
10:49 PM	FIVE MINUTE BREAK	All
10:54 PM	Set-up	All
10:57 PM	Begin game	All
11:26 PM	Discussion	All
11:35 PM	END REHEARSAL	-

Notes
<p>General</p> <ul style="list-style-type: none">• We will have an all-day rehearsal on February 19th in Harrison 2150, 10:00 AM – 6:00 PM• Our performance will occur either February 26th in Harrison 2150, 10:00 AM – 6:00 PM <p>Director</p> <ul style="list-style-type: none">• When Melissa has a dialogue with her panel (Dennis, Ingrid, Zachary) during Finals Week (date TBA), we are allowed to be there• There will be breaks in rehearsal before we play games so that the company will be more focused during the game• We need to have a full-flowing piece by next Sunday, 2/12 <p>Management</p> <ul style="list-style-type: none">• The master sheet for the links to our games and our rehearsal calendar are on the Drive• We will finalize our rehearsal schedule during Thursday's rehearsal <p>Upcoming Dates</p>

- Our next rehearsal is **Thursday, February 2nd** at **10:00 PM** in **Room 1201**
 - M. Carter will not be at this rehearsal

Notes

On the game:

- Every time the cups fall, the buzzer will sound and everyone has to rush to help pick them up
- Once the cups have been cleaned up, everyone returns to their station except the interviewer and interviewee switch places
- First time the cups are dropped, hit the buzzer and return to balancing cups. Second time, hit buzzer and recite a chunk of Emerson (which Melissa will pick and everyone will memorize) and maybe wear a dunce cap?
- Don't acknowledge the audience
- Only say, "I am the ideal scholar."

Homework

- Learn the lyrics to the "Bookworm" song by Thursday

School

Rehearsal Report #33 Thursday, February 2nd, 2017 Estes Room 1201

Attendance: M. Flanagan, Z. Gordon, R. Klein, C. Lindsay, C. Sanderson, A. Siebels

Late/Absent: M. Carter (excused), R. Klein (10:20 PM, unexcused), M. Leckey (excused)

Start Time: 10:00 PM

End Time: 11:54 PM

Rehearsal Breakdown		
Time	What	Who
10:00 PM	Lyric memorization	All
10:22 PM	Calendar finalization	All
10:30 PM	Choreography	All
11:54 PM	END REHEARSAL	-

Notes
<p>General</p> <ul style="list-style-type: none">• We will have an all-day rehearsal on February 19th in Harrison 2150, 10:00 AM – 6:00 PM• Our performance will occur either February 26th in Harrison 2150, 10:00 AM – 6:00 PM <p>Director</p> <ul style="list-style-type: none">• Thank you, Morgan Flanagan, for helping to choreograph the "Bookworm" dance! <p>Management</p> <ul style="list-style-type: none">• The master sheet for the links to our games and our rehearsal calendar are on the Drive• The links to the "Bookworm" choreography can be found on the master sheet <p>Upcoming Dates</p> <ul style="list-style-type: none">• Our next rehearsal is MONDAY, February 6th at 10:00 PM in Room 1201<ul style="list-style-type: none">- We will be learning the parables and showing Melissa the "Bookwork" dance
<p>Notes</p> <p>Conflicts</p> <ul style="list-style-type: none">• A. Siebels is busy on 2/22 until 10:00 PM• R. Klein is seeing <i>Guys & Dolls</i> on 2/23; however, there is no longer a talkback

Homework

- Have the choreography memorized by Monday! Maria and Melissa, no peeking!

School

Rehearsal Report #34

Thursday, February 6th, 2017

Estes Room 1211

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, C. Sanderson, A. Siebels

Late/Absent: M. Leckey (10:04 PM, excused)

Start Time: 10:02 PM

End Time: 11:41 PM

Rehearsal Breakdown		
Time	What	Who
10:02 PM	Run "Bookworm" dance	All
10:07 PM	Review dance	All
10:40 PM	BREAK	All
10:47 PM	Parable work	All
11:30 PM	Assign parables to learn	All
11:41 PM	END REHEARSAL	-

Notes
<p>General</p> <ul style="list-style-type: none">We will have an all-day rehearsal on February 19th in Harrison 2150, 10:00 AM – 6:00 PMOur performance will occur either February 26th in Harrison 2150, 10:00 AM – 6:00 PM <p>Director</p> <ul style="list-style-type: none">No notes, thank you! <p>Management</p> <ul style="list-style-type: none">No notes, thank you! <p>Upcoming Dates</p> <ul style="list-style-type: none">Our next rehearsal is Tuesday, February 7th at 8:00 PM in Room 1201<ul style="list-style-type: none">We will be running the parables, charting the transition pathways, and playing Game Two
<p>Notes</p> <ul style="list-style-type: none">Melissa likes the soloist not being choreographedWe will use a glue stick as the prop microphoneOur publicity will be bookworm-themed

- Parable notes
 - Fourth wall, but tell them out to the audience on top of a chair w/a lot of emoting; not acting the story out, but using the sound of your voice to tell the story
 - All will begin with "There once was..."
- The moment when you point your flashlights at the audience and break the fourth wall would be most poignant at the end of Game Two

Homework

- Learn assigned parables (see "parable options" on Google Drive)

School

Rehearsal Report #35

Thursday, February 7th, 2017

Estes Room 1201

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, C. Sanderson, A. Siebels

Late/Absent: M. Leckey (10:10 PM, unexcused)

Start Time: 8:00 PM

End Time: 11:40 PM

Rehearsal Breakdown		
Time	What	Who
8:00 PM	Run parables	All
8:13 PM	Notes from Melissa	All
8:24 PM	Continue to run parables	All
9:16 PM	BREAK	All
9:23 PM	Discussion	All
9:31 PM	Continue to run parables	All
10:53 PM	BREAK	All
10:58 PM	Set up Game Two	All
11:20 PM	Begin Game Two	All
11:30 PM	Discussion	All
11:40 PM	END REHEARSAL	-

Notes
<p>General</p> <ul style="list-style-type: none">• We will have an all-day rehearsal on February 19th in Harrison 1261, 10:00 AM – 6:00 PM• Our performance will occur either February 26th in Harrison 1261, 10:00 AM – 6:00 PM <p>Director</p> <ul style="list-style-type: none">• For our all-day rehearsal, we will provide PB&Js (jelly courtesy of Aubrey's sweet sweet grandmother) and baby carrots for consumption during the piece.• Running to the water fountain to refill water bottles is completely okay.• Aubrey's parents will be observing part of our all-day performance!• For the first hour of our all-day rehearsal on the 19th, we will be focusing on blocking. Thank you!

Management

- Please note the room change for our all-day rehearsal and performance. Thank you!

Upcoming Dates

- Our next rehearsal is **Sunday, February 12th at 10:00 AM in Room 1201**
 - We will be returning to the question of what it means to be a democratic citizen

Notes

- Think of the parables as a retelling of a cautionary tale you were told as a child
- Have not decided how we will pick who does what parable
- Ideas for where you are looking during parable
 - Livestream show on Facebook and speak into the camera
 - Speak to sock puppets (everyone creates their own); said sock puppets would be worn by their owner when they were the lead "Bookworm" singer
- What is the format of oral exams and how can we simulate that without a teacher character?
 - Put on headphones, hit a spacebar, and respond that way
 - Other way?

Parables and Feedback

- *Willy Wonka*
 - Parables that are stories most people will recognize should have specific names and events changed b/c they are cautionary tales
- The Big O and the Missing Piece
 - Find another word for the things beside the missing piece to avoid confusion
- Meritocracy Tree
 - Don't have to be as blunt as the "I don't test very well" point
- Squid Vampire / American Medical Association
 - Instead of the sharks being 10-20 years away, could it be that the President is contacted by the sharks and told that they will be attacking in 10-20 years if they don't meet a ransom? Maybe a shorter time (five years)?
 - Request for "Chris: Squid Everything" show poster
- Adonis w/a Pimple
 - Tone down the professor's perspective
- Harrison Bergeron

- The part of the story where HB is the man's son is important to include and makes the forgetting at the end more powerful
- Military vs. Supermodel Agency
 - Need a picture with Aubrey saying "Don't let any of the Uggos in"
 - Why are these the institutions that the alien goes to?
 - What if, instead, the aliens are trying to see how other planets do their selection and randomly find these selection processes
 - Less on-the-nose about school; instead of building a school, finding a weeding-out process for something else
- Starfishy
- Two Grapevines
 - Establish from the beginning that the vines have consciousness
 - Specificity of language (don't make the grapes sound like people, don't say "great" because it sounds like "grape")
 - **For all parables**, don't use first-person language
 - It's okay to make political reference(s)
- Clarence Thomas / Father Brooks
 - Done w/out the reading we used in our research
 - Will be done again once the correct reading is consulted
- Hong Xiuquan (HONG ZY-kwin)
 - Careful with the language; instead of "peasant", say "living in poverty"
 - Establish the time period so that it doesn't sound like we're talking about China today
- Journey to Carnegie-Mellon
 - Could instead make it her story
 - More interesting if end up going to backup school
 - More detail in how she worked rather than just saying that she did stuff
 - Two different endings, two different papers drawn out of a hat
 - Character can work hard BUT can also buy privileges
 - Not equivalent to the Trump piece
- *Lord of the Flies*
- *Death of a Salesman*
 - Like having it about Swiss cheese instead of people
- The Person Who Worked Really Hard and Got Exactly What They Wanted

- Think of it as one of those movies where there is a moment that he is literally reaching for the stars (in space)
- Have someone telling him that he's setting the bar too high and him saying "No, I can do it"
- Maybe have a catchphrase that you keep going back to?
- Story should be about someone who came from absolutely nothing
- *The Grapes of Wrath*
- *High School Musical*
 - Why were there animals in a people school...?
 - Needs a little more work
 - The athleticism and intelligence of the animals is unnecessary because we're telling the story from Roxy (Sharpay) POV
- Taxi Driver → Hummingbird
 - When writing these stories, focus on the plot points and the dialogue (like Zak is)

Game Two Information

- The one losing flip cup is in the back of the line, the winner is in the middle, the parable-teller is the front, and the textbook-maker is the lead singer

Homework

- Please paste the "SparkNotes" of your parables on the Drive.
- Please work on your parables more
- Please learn the lyrics to the "Bookworm" song and its choreography. Thank you all!
- Remember we will have sock puppet cast bonding Saturday night at Aubrey's apartment Saturday night. Thank you!

School

Rehearsal Report #36

Sunday, February 12th, 2017

Estes Room 1201

Attendance: M. Carter, Z. Gordon, C. Lindsay, C. Sanderson

Late/Absent: R. Klein (10:30 AM, excused), M. Leckey (unexcused), A. Siebels (10:46 AM, unexcused)

Start Time: 10:31 AM

End Time: 12:32 PM

Rehearsal Breakdown		
Time	What	Who
10:31 AM	Warm-up exercise	All but A. Siebels
10:50 AM	Costume and publicity discussion	All
10:53 AM	Discussing "life achievement" speeches	All
10:57 AM	BREAK	All
11:00 AM	Starfishy warm-up	All
11:05 AM	Writing "life achievement" speeches	All
11:20 AM	Delivering of speeches	All
11:43 AM	Notes	All
11:46 AM	BREAK	All
11:54 AM	Writing "sub-Tweet" speeches	All
12:05 PM	Pulling statements from research	All
12:16 PM	Reading of statements	All
12:25 PM	Experiment with a "Speak Bitterness" format	All
12:32 PM	END REHEARSAL	-
Notes		
General <ul style="list-style-type: none">Aubrey gets free printing, so if we need to print anything we'll do it through her		
Director <ul style="list-style-type: none">No notes, thank you!		
Management <ul style="list-style-type: none">No notes, thank you!		
Upcoming Dates		

- Our next rehearsal will be **tomorrow, Monday the 13th at 10:00 PM in Forbes 1201**

Notes

Costume Discussion

- Pants and flat shoes for all b/c of the amount of physical movement
- Dress as your vision of the ideal democratic citizen
- Bring this outfit to rehearsal next Saturday, 2/18

Life Achievement speech notes

- When we graduate, we're granted a certain platform. Learning, in the general sense, is the gift of sight and a degree is a way of gaining some authority in your field. It's also the scholar's responsibility to call out the things they don't morally agree with; we can do that in this format by saying "you are good because you don't x, y, and z" (this is a way to take shots at politicians we don't agree with)

"Speak Bitterness" exercise notes

- Speak out to the audience, otherwise it seems like you're reading a fortune cookie to yourself
- Take your time

Homework

- Come prepared to do a viewpoints exercise, play Game Three and take poster photos
- Spend thirty minutes diving into one of these ways of writing that we did today
 - Short statements about one person (bullet points)
 - Long stories about multiple people
 - Inverse/sub-Tweets
 - Going back to the readings

School

Rehearsal Report #37 Sunday, February 13th, 2017 Estes Room 1201

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, C. Sanderson, A. Siebels

Late/Absent: Z. Dorsey (10:28 PM, excused), M. Leckey (unexcused)

Start Time: 10:00 PM

End Time: 11:32 PM

Rehearsal Breakdown		
Time	What	Who
10:00 PM	Watch "Speak Bitterness" / discussion of homework	All
10:06 PM	Write material	All
10:21 PM	Brainstorming of Game Three rules	All
10:34 PM	BREAK	All
10:39 PM	Rehashing of Game Three rules	All
10:45 PM	Begin Game Three	All
10:52 PM	Pause Game Three	All
10:55 PM	Game Three Experimentation	All
11:20 PM	Discussion	All
11:32 PM	END REHEARSAL	-

Notes

General

- No notes, thank you!

Director

- No notes, thank you!

Management

- Thank you, Zachary Dorsey, for attending today's rehearsal!

Upcoming Dates

- Our next rehearsal will be **tomorrow, Tuesday the 14th at 8:00 PM in Forbes 1201**

Notes

- Simplicity of initial Game Three structure was compelling in moments but it began to feel robotic with no intention
- When the physicality was added, the reason behind the Game was lost
 - Reason = justifying "why"

- Too many goals
- Aubrey – felt no reason to move, even when the rule said every chair had to be filled
- Chris – separate the running and make it its own element completely
- Idea of saving the last justification statement
 - Write whatever convinced someone that “Why?” had been answered enough times on the board
 - Person who wrote on the board reads the next piece of paper
- Idea of person reading going through the pieces of paper until someone asks “Why?”
 - No running while someone is reading
 - Person running is going back and forth between table and board, posting the statements that were not contested
 - When a statement needs to be validated, the person runs in place until they hear the statement that cinches it. Runner writes that statement on the board.

Homework

- Come ready to work tomorrow!

School

Rehearsal Report #38

Tuesday, February 14th, 2017

Estes Room 1201

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, C. Sanderson, A. Siebels

Late/Absent: M. Leckey (unexcused)

Start Time: 8:16 PM

End Time: 11:30 PM

Rehearsal Breakdown		
Time	What	Who
8:16 PM	Read excerpt together	All
8:20 PM	Discussion	All
8:26 PM	Promo filming	All
8:38 PM	Divvyng up of readings / Choreograph opening	All
9:31 PM	BREAK	All
9:47 PM	Continue divvyng / choreography	All
10:06 PM	Run/clean beginning	All
10:53 PM	BREAK	All
11:04 PM	Choreograph ending	All
11:18 PM	Run ending	All
11:20 PM	Discussion	All
11:30 PM	END REHEARSAL	-
Notes		
General <ul style="list-style-type: none">No notes, thank you!		
Director <ul style="list-style-type: none">No notes, thank you!		
Management <ul style="list-style-type: none">No notes, thank you!		
Upcoming Dates <ul style="list-style-type: none">Our next rehearsal will be Thursday the 16th at 10:00 PM in Forbes 1201		
Notes <ul style="list-style-type: none">Melissa's thoughts on the beginning of the piece<ul style="list-style-type: none">Begin playing the "fill all the chairs" game		

- Everyone eventually finds their seat (collective stopping place) and pulls a book from under it and reads
- Read the divided-up selection and begin Game One
- Rough blocking for beginning
 - Run in room and sit CAZR
 - CAZR → pause for three count, switch to RZCA
 - RZCA → switch immediately to CRAZ
 - CRAZ → relax, pause for ten count, switch to ACZR
 - ACZR → pause for one count, switch to ACRZ
 - ACRZ → pause, breathe together, pick up books together from under chairs
 - Put away books before beginning individual movement bit
- Notes on running beginning
 - Everyone in neutral face but trying to help audience understand the text
 - When the buzzer sounds, everyone looks at each other before diving for the cups
- Ending notes
 - Person who reads the “last note” reads the rest of them
 - Second person begins running on “You play with fire and strive for utopia”
 - Third person begins running until “You run nine miles with a smile”
 - ^ Everyone runs until the no longer can
 - Everyone must be sitting by the end of “We strive for democratic equality”
 - After the actual last note is read, that person smashes the stack of pyramids and leaves the room
 - Everyone else leaves when they feel compelled

Homework

- **Actually** post the SparkNotes of your parables to the Drive by **Thursday**
- Bring your “ideal scholar” clothes to rehearsal on **Saturday**
- **Know by Sunday**
 - Learn all of the parables
 - Have the Bookworm dance memorized
 - Learn the end text

School

Rehearsal Report #40 Thursday, February 17th, 2017 Estes Room 1201

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, C. Sanderson

Late/Absent: M. Leckey (unexcused), A. Siebels (1:23 PM, unexcused)

Start Time: 1:20 PM

End Time: 2:20 PM

Rehearsal Breakdown		
Time	What	Who
1:20 PM	Learn "Orion" parable	All
1:44 PM	Run transition	All
1:50 PM	Notes	All
2:20 PM	END REHEARSAL	-

Notes
<p>General</p> <ul style="list-style-type: none">No notes, thank you!
<p>Director</p> <ul style="list-style-type: none">No notes, thank you!
<p>Management</p> <ul style="list-style-type: none">The picture of Melissa's diagram of the show is on the Drive in the "Photos" folder. Thank you!
<p>Upcoming Dates</p> <ul style="list-style-type: none">Our next rehearsal will be Saturday the 18th at 10:00 AM in Forbes 1201
<p>Notes</p> <ul style="list-style-type: none">Dividing up the "Orion" parable<ul style="list-style-type: none">Zak: Orion was the largest star, had lots of baby stars who all looked up to himAubrey: Orion "Want to be like me? Burn all your elements up."Chris: Baby stars were excited and burned XYZ, sometimes taking breaksRebecca: Except Tiny Star Tim. Tiny Tim was a try-hard. So he burned everything all the time and became the biggest star everZak: But you know what happens? Boom. Supernova. Flung everywhere.Parable will definitely begin with "There once was a..." and end with "...and that's how he became the biggest star of all."

- When Melissa/Cailin see the end phrase, the buzzer will be hit for a long time
- Non-parable people will bring their chairs to the front, face the screen, and read it to themselves
- Parable person will read it from the computer if it's too long
- When each person finishes reading, they turn their chair and face the audience
- Once everyone is facing front, they stand on their chairs and tell the parable
- Sit and stand on the chairs as one during the One → Two transition
- The backpack will be located downstage center
 - When taking things out, stay bent over at the waist as long as it takes to get what you need out of it
 - Hold it up, arms outstretched, with what you have in your hands between the audience and yourself
- After you get your letter out of the backpack at the end of Game One, return to the table-sitting positions from the Beginning
 - All open enveloped together
 - All read together, "We are pleased to inform you that..."
 - Aubrey read her bit and sit in the second-from-SL chair; Rebecca reacts and hops onto the table and goes to Aubrey's old position
 - Chris swivels to the audience and reads his bit

Homework

- Bring your "ideal scholar" clothes to rehearsal **tomorrow**
- **Know by Sunday**
 - Learn all of the parables
 - Have the Bookworm dance memorized
 - Learn the end text

School

Rehearsal Report #41

Saturday, February 18th, 2017

Estes Room 1201

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, C. Sanderson

Late/Absent: M. Leckey (excused), A. Siebels (10:26 AM, unexcused)

Start Time: 10:10 AM

End Time: 12:05 PM

Rehearsal Breakdown		
Time	What	Who
10:10 AM	Work with text	All
10:45 AM	Choose text from commencement speeches	All
11:32 AM	Block transition Game Two → Game Three	All
11:55 AM	Run transition	All
12:05 PM	END REHEARSAL	-

Notes
<p>General</p> <ul style="list-style-type: none">• No notes, thank you! <p>Director</p> <ul style="list-style-type: none">• No notes, thank you! <p>Management</p> <ul style="list-style-type: none">• No notes, thank you! <p>Upcoming Dates</p> <ul style="list-style-type: none">• Our next rehearsal will be Sunday the 19th at 10:00 AM in Harrison 1261• We will be rehearsing until 7:00 PM. <p>Notes</p> <ul style="list-style-type: none">• All – add accessories to your outfits to make them more zany and more school-related• Transition<ul style="list-style-type: none">- When bookmaker decides they're done (from watching the time) they do a long buzz, stand on their chair, and read the entire book. Everyone else stops what they're doing and watch

- After the bookmaker gets down from their chair, everyone goes to the backpack, gets their diploma, and stands on a chair (Chris has to be behind the bookmaking table)
- Chris opens with, "Mr. President and gentlemen..."; everyone looks at him
- Rebecca leaves her chair and her speech, goes to where Chris is, takes his place and his speech
- Aubrey leaves commencement speech on her chair, goes to Rebecca's chair, takes her speech and kicks her off the chair so she can stand on it
- Chris and Rebecca tear pages out of the book
- Chris and Aubrey switch places
- Rebecca goes to her opening chair
- After Chris reads "... at all hours" he goes around and tries to read everyone else's speeches to himself
- When Zak finishes Obama,

Homework

- **By tomorrow:**
 - Learn all of the parables
 - Have the Bookworm dance memorized
 - Learn the end text

School

Rehearsal Report #42 Sunday, February 19th, 2017 Harrison 1261

Attendance: Z. Gordon, R. Klein, C. Lindsay, C. Sanderson, A. Siebels

Late/Absent: M. Carter (10:08 AM, excused), M. Leckey (excused)

Start Time: 10:00 AM

End Time: 6:58 PM

Rehearsal Breakdown		
Time	What	Who
10:00 AM	Rehearse parables	All
10:14 AM	Set up for top of show	All
10:47 AM	Run blocking	All
11:38 AM	Begin full run	All
6:51 PM	End full run / Strike	All
6:58 PM	END REHEARSAL	-

Notes
<p>General</p> <ul style="list-style-type: none">Aubrey's family, Alexi Siegel, Mark Perlin, and Zachary Dorsey all sat in on segments of this run. Thank you!
<p>Director</p> <ul style="list-style-type: none">No notes, thank you!
<p>Management</p> <ul style="list-style-type: none">The "script" will be up on the Drive before Tuesday's rehearsal. Thank you!
<p>Upcoming Dates</p> <ul style="list-style-type: none">Our next rehearsal will be Tuesday the 21st at 10:00 PM in Forbes 1201
<p>Notes</p> <ul style="list-style-type: none">The books in the beginning will be in the backpack. Grab them before beginning the chair scramble.The body microphone will be used to tell the parables
<p>Game One</p> <ul style="list-style-type: none">Move to stations on buzzStations<ul style="list-style-type: none">Chris- Balancing

<ul style="list-style-type: none">- Aubrey – Interviewee- Zak – Interviewer- Rebecca – writing the Orion parable• Begin action on buzz• Begin trying to finish the parable at 12:15 PM<ul style="list-style-type: none">- Actually have the parable done by 12:30 PM- Signal end w/long buzz <p>Game Two</p> <ul style="list-style-type: none">• Begin trying to finish this game at 2:45 PM<ul style="list-style-type: none">- Actually have the game done at 3:00 PM- Whoever is making the book gives a long buzz at 3:00 PM and reads their sentence <p>Game Three</p> <ul style="list-style-type: none">• Stations<ul style="list-style-type: none">- Chris reads from big “diploma” stack• Begin trying to finish the show at 5:30 PM<ul style="list-style-type: none">- Actually finish the show at 6:00 PM
<p>Homework</p> <ul style="list-style-type: none">• None. Great job today!

School

Rehearsal Report #43
Tuesday, February 21st, 2017
Estes Room 1201

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, C. Sanderson, A. Siebels

Late/Absent: M. Leckey (excused)

Start Time: 10:00 PM

End Time: 11:40 PM

Rehearsal Breakdown		
Time	What	Who
10:00 PM	Script review and work	All
10:30 PM	Read through script	All
10:34 PM	New blocking notes / Run through text	All
11:04 PM	Run introduction	All
11:14 PM	Run transition Game One → Game Two	All
11:40 PM	END REHEARSAL	-
Notes		
General <ul style="list-style-type: none">No notes, thank you!		
Director <ul style="list-style-type: none">No notes, thank you!		
Management <ul style="list-style-type: none">REHEARSAL SCHEDULE FOR TECH WEEK<ul style="list-style-type: none">Thursday 10:30 PM – 12:00 AMFriday 7:00 – 10:00 PMSaturday 10:00 AM – 12:00 PMSunday 9:00/9:30 AM – 6:00 PM		
Upcoming Dates <ul style="list-style-type: none">Our next rehearsal will be Thursday the 23rd at 10:30 PM in Forbes 1201<ul style="list-style-type: none">Run Transition Game Two → ThreeRun Game One		
Notes <ul style="list-style-type: none">Book choreo for opening		

- When you read your last sentence, place the book under your chair between your legs

Transition Game 1 → 2

- Letter opening
 - When Chris sits, hold up envelopes
 - Tear them open from left to right
 - Take out letter, drop envelope
 - Unfold paper together
 - Read together
- Do not move while you are reading your letter (except for when Aubrey is reading her letter in the beginning)
- Order of the bookworm beginning
 - Head = Bookmaker
 - Second = Flip cup winner
 - Third = Flip cup loser
 - Butt = Parable-teller
- Notes from Melissa on overall things to change
 - Standing and staring straight ahead after finishing a parable will be changed
 - If you need to tap out of flip cup, tap the person next to you and they will have to lose (yes, actually lose)
 - Deterioration throughout the piece is okay; HOWEVER, when you start laughing at yourselves too much the stakes disappear.
 - Melissa loved the cheating part in flip cup → keep it and focus in to an intention

Homework

- Look through the "Performance Text" by Thursday's rehearsal
 - Please learn your cue lines for "That's true!"s

School

Rehearsal Report #44 Thursday, February 23rd, 2017 Estes Room 1201

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, C. Sanderson, A. Siebels

Late/Absent: M. Leckey (excused)

Start Time: 10:00 PM

End Time: 11:30 PM

Rehearsal Breakdown		
Time	What	Who
10:00 PM	Set up	All
10:05 PM	Writing exercise	All
10:12 PM	Share "I am the ideal scholar because ___" lists	All
10:18 PM	Notes on Game One	All
10:36 PM	Run Intro → Game One	All
11:15 PM	Run from Beginning → "Bookworm" before Game Two	All
11:30 PM	END REHEARSAL	-

Notes
<p>General</p> <ul style="list-style-type: none">• No notes, thank you! <p>Director</p> <ul style="list-style-type: none">• No notes, thank you! <p>Management</p> <ul style="list-style-type: none">• REHEARSAL SCHEDULE FOR TECH WEEK<ul style="list-style-type: none">- Friday 7:00 – 10:00 PM- Saturday 10:00 AM – 12:00 PM- Sunday 9:00/9:30 AM – 6:00 PM <p>Upcoming Dates</p> <ul style="list-style-type: none">• Our next rehearsal will be Friday the 24th at 7:00 PM in Forbes 1201 <p>Notes</p> <p>"I am the ideal scholar because ___"</p> <ul style="list-style-type: none">• The reasons need to make sense (ex. "... my shirt is colorful." does not count) <p>Game One</p>

- Once Chris has some cups, he will go SR and everyone else will bring the cups to him
- Cups will be handed off using two hands
 - Place hands in same place, rotate, old person let go
 - If the balance was successful, new balance person squats and old balance person
- Cup balancing methods were inconsistent
 - The cups must NOT touch the ground
 - You may only have ONE hand on the cups
- **Transition between stations**
 - Cups rotate w/parable (parable cross DS to them)
 - Cups helped to step up on table by interviewee
 - Interviewee helps interviewer step down
- You can't search (Ctrl+F) for every word → wait until the end when cheating begins
 - However, you SHOULD copy and paste every word you find into the Doc
- Every time you are done looking through a text, return to the top of the page so that the title of the text is visible
- You can ONLY use text that is from the body of text
- The broken link has been fixed
- The projector will not be on (AKA it will be in black screen) at the beginning, so be sure to turn it on (@Rebecca)
- Whoever finishes the parable will make it full screen
- "Timothy" is in "Death of a Salesman"
- Don't reformat as you copy and paste
- Make sure everyone is the same level as engaged with "Why?"
- It's okay to help each other in Game One... not so for later games
- Screwing up in the passing of the cups does NOT count against anyone
- There will be two buzzes for each transition, one to begin it and one to end it
- Don't make commentary on the projector while typing the parable
 - #chrisfacts

Overall notes

- Every time the buzzer goes off, look at each other
 - In this game, look at the person with the cups
- When you laugh at yourselves, it lowers the stakes

- Not saying don't have fun, but try to focus in on the intention and really care about what you're doing. You'll naturally laugh at yourself less.
- Don't react to the other stations (looking at you, "Why?" person)
- Don't reference the game if you can help it
 - Admissions office, university, and graduation... not a game
 - You can reference the physical location
- **PROJECT PLEASE**

Homework

- Look at your new next (Game Two → Game Three) if you haven't already. Thank you!

School

Rehearsal Report #45

Friday, February 24th, 2017

Estes Room 1201

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, C. Sanderson

Late/Absent: M. Leckey, A. Siebels (8:48 PM, unexcused)

Start Time: 8:00 PM

End Time: 10:18 PM

Rehearsal Breakdown		
Time	What	Who
8:00 PM	Work (C. Lindsay printing)_	All
9:42 PM	Block Game Two → Game Three transition	All
9:53 PM	Run Game Two → Game Three transition	All
10:18 PM	END REHEARSAL	-

Notes
<p>General</p> <ul style="list-style-type: none">No notes, thank you! <p>Director</p> <ul style="list-style-type: none">No notes, thank you! <p>Management</p> <ul style="list-style-type: none">REHEARSAL SCHEDULE FOR TECH WEEK<ul style="list-style-type: none">Saturday 10:00 AM – 1:00 PMSunday 8:45 AM – 6:00 PM^ Please come to Forbes to help move props <p>Upcoming Dates</p> <ul style="list-style-type: none">Our next rehearsal will be Saturday the 25th at 10:00 AM in Forbes 1201 <p>Notes</p> <ul style="list-style-type: none">Since C. Lindsay had to run home and print scripts, please see M. Carter if you have any questions that are not covered here.Be excited about your “findings” when you win flip cupIn Game Two, you can tell people when they mess up because this is a competition<ul style="list-style-type: none">Ex. You can acknowledge that two people are playing flip cupCreate stakes for yourself if you need them during Game Two; it needs to be engaging

- The parable person will get a notebook out of the backpack and tell their parable. Post-telling, they move over to the cups and take notes on their parable, translating it into as many statements about being the ideal democratic citizen as possible (not “we” format). After every statement, they read it aloud and add a cup to their stack.
- When the book person finishes their sentence, they will hit the buzzer and the parable person will read the sentence on the board.
- Winner of flip cup does not get another cup.

Homework

- None, thank you

School

Rehearsal Report #46

Saturday, February 25th, 2017

Estes Room 1201

Attendance: M. Carter, Z. Gordon, R. Klein, C. Lindsay, C. Sanderson, A. Siebels

Late/Absent: None, thank you!

Start Time: 10:00 AM

End Time: 1:00 PM

Rehearsal Breakdown		
Time	What	Who
10:00 AM	Explanation of the day / set-up for Game One → Game Two	All
10:19 AM	Run Transition Game One → Game Two	All
10:26 AM	Run Game Two	All
10:41 AM	Run Transition Game Two → Game Three	All
11:03 AM	BREAK	All
11:13 AM	Talk through Game Three and Ending	All
11:31 AM	Stumble-through w/questions	All
12:06 PM	Notes	All
12:31 PM	Read through audience text	All
1:00 PM	END REHEARSAL	-

Notes
General <ul style="list-style-type: none">No notes, thank you!
Director <ul style="list-style-type: none">No notes, thank you!
Management <ul style="list-style-type: none">Please arrive at Forbes at 8:45 AM to help load props into C. Lindsay's truck. Thank you!
Upcoming Dates <ul style="list-style-type: none">Opening/closing performance tomorrow, 10:00 AM – 6:00 PM
Notes <ul style="list-style-type: none">See the script on the Drive

Homework

- Please look over and edit the script on the Google Drive so that we can print it out and have it at the computer for you. Thank you!

Appendix V1

INTRO:

1. RUN IN ← GET Books out of Backpack
 2. CHAIR GAME
 3. Read
 4. MOVEMENT
 5. ~~Buzzer~~
 6. ~~Cups~~

TRANS: Buzzer, cups, places
 ↑
 sacred

○ BZZZ

GAME 1:

• type parable
 • ideal scholar
 • Why?
 • Balance cups
 • Emerson

TRANS: table cloth, flip up, empty book, articles, tables, chairs, computer, print parable, buzzer?, doc cam

○ BZZZZ

Admission LETTER

GAME 2:

• parables
 • flip up
 • Book - Democratic citizen
 • Bookworm

TRANS: tablecloth, tables, chairs, tear book, ideal citizen, computer speaker

○ BZZZZZ

C SPEECH

GAME 3:

• ideal democratic citizen
 • run
 • why
 • decider

END: LARGE stack, everyone RUNNING, KNOCK cups DOWN

School

Free Admission

Harrison rm 1261

Feb 26th

10AM-6PM

Sunday



Feb 26
10AM-6PM

School

Appendix X

“The first in time and the first in importance of the influences upon the mind is that of nature. Every day, the sun; and, after sunset, night and her stars. Ever the winds blow; ever the grass grows. Every day, men and women, conversing, beholding and beholden. The scholar is he of all men whom this spectacle most engages. He must settle its value in his mind. What is nature to him? There is never a beginning, there is never an end, to the inexplicable continuity of this web of God, but always circular power returning into itself. Therein it resembles his own spirit, whose beginning, whose ending, he never can find, — so entire, so boundless. Far, too, as her splendors shine, system on system shooting like rays, upward, downward, without centre, without circumference, — in the mass and in the particle, nature hastens to render account of herself to the mind. Classification begins.

“To the young mind, every thing is individual, stands by itself. By and by, it finds how to join two things, and see in them one nature; then three, then three thousand; and so, tyrannized over by its own unifying instinct, it goes on tying things together, diminishing anomalies, discovering roots running under ground, whereby contrary and remote things cohere, and flower out from one stem. It presently learns, that, since the dawn of history, there has been a constant accumulation and classifying of facts. But what is classification but the perceiving that these objects are not chaotic, and are not foreign, but have a law which is also a law of the human mind? The astronomer discovers that geometry, a pure abstraction of the human mind, is the measure of planetary motion. The chemist finds proportions and intelligible method throughout matter; and science is nothing but the finding of analogy, identity, in the most remote parts. The ambitious soul sits down before each refractory fact; one after another, reduces all strange constitutions, all new powers, to their class and their law, and goes on forever to animate the last fibre of organization, the outskirts of nature, by insight.

“Thus to him, to this school-boy under the bending dome of day, is suggested, that he and it proceed from one root; one is leaf and one is flower; relation, sympathy, stirring in every vein. And what is that Root? Is not that the soul of his soul? The old fable covers a doctrine ever new and sublime; that there is One Man, — present to all particular men only partially, or through one faculty; and that you must take the whole society to find the whole man. Man is not a farmer, or a professor, or an engineer, but he is all. In this distribution of functions, the scholar is the delegated intellect. In the right state, he is, *Man*

Thinking.”

Ralph Waldo Emerson, *The American*

Scholar, 1837

Welcome to School.

We are pleased to inform you of your admission to the university.

I hope this letter is the one you were expecting and that it brings you the exhilaration you deserve to feel. You were selected for your truly outstanding achievements, and the breadth of your talents, interests and potential. You are therefore invited to take part in a fresh cycle of learning – discovery, dissemination, and implementation.

“The next great influence into the spirit of the scholar, is, the mind of the Past, — in whatever form, whether of literature, of art, of institutions, that mind is inscribed. Books are the best type of the influence of the past, and perhaps we shall get at the truth, — learn the amount of this influence more conveniently, — by considering their value alone.

“The theory of books is noble. The scholar of the first age received into him the world around; brooded thereon; gave it the new arrangement of his own mind, and uttered it again. It came into him, life; it went out from him, truth... Precisely in proportion to the depth of mind from which it issued, so high does it soar, so long does it sing.

“Or, I might say, it depends on how far the process had gone, of transmuting life into truth. In proportion to the completeness of the distillation, so will the purity and imperishableness of the product be. But none is quite perfect... Each age, it is found, must write its own books; or rather, each generation for the next succeeding. The books of an older period will not fit this.

“Yet hence arises a grave mischief. The sacredness which attaches to the act of creation, — the act of thought, — is transferred to the record. The poet chanting, was felt to be a divine man: henceforth the chant is divine also. The sluggish and perverted mind of the multitude, slow to open to the incursions of Reason, having once so opened, having once received this book, stands upon it, and makes an outcry, if it is disparaged. Colleges are built on it. Books are written on it by thinkers, not by Man Thinking.

“Meek young men grow up in libraries, believing it their duty to accept the views, which Cicero, which Locke, which Bacon, have given, forgetful that Cicero, Locke, and Bacon were only young men in libraries, when they wrote these books. Hence, instead of Man Thinking, we have the bookworm.”

Ralph Waldo Emerson, *The American Scholar*, 1837

“Well, thank you, President Crow, for that extremely generous introduction... I come here not to dispute the suggestion that I haven't yet achieved enough in my life... I come to embrace the notion that I haven't done enough in my life; I heartily concur; I come to affirm that one's title, even a title like President of the United States, says very little about how well one's life has been led -- that no matter how much you've done, or how successful you've been, there's always more to do, always more to learn, and always more to achieve. And I want to say to you today, graduates, Class of 2009, that despite having achieved a remarkable milestone in your life, despite the fact that you and your families are so rightfully proud, you too cannot rest on your laurels... You can't rest. Your own body of work is also yet to come.

“Now, some graduating classes have marched into this stadium in easy times -- times of peace and stability when we call on our graduates simply to keep things going, and don't screw it up. Other classes have received their diplomas in times of trial and upheaval, when the very foundations of our lives, the old order has been shaken, the old ideas and institutions have crumbled, and a new generation is called upon to remake the world.

“It should be clear to you by now the category into which all of you fall. For we gather here tonight in times of extraordinary difficulty, for the nation and for the world... Now, in the face of these challenges, it may be tempting to fall back on the formulas for success that have been pedaled so frequently in recent years. It goes something like this: You're taught to chase after all the usual brass rings; you try to be on this "who's who" list or that top 100 list; you chase after the big money and you figure out how big your corner office is. That's the message that's sent each and every day, or has been in our culture for far too long -- that through material possessions, through a ruthless competition pursued only on your own behalf -- that's how you will measure success.

“Now, you can take that road -- and it may work for some. But at this critical juncture in our nation's history, at this difficult time, let me suggest that such an approach won't get you where you want to go; it displays a poverty of ambition -- that in fact, the elevation of appearance over substance, of celebrity over character, of short-term gain over lasting achievement is precisely what your generation needs to help end...

We too often let the external, the material things, serve as indicators that we're doing well, even though something inside us tells us that we're not doing our best; that we're avoiding that which is hard, but also necessary; that we're shrinking from, rather than rising to, the challenges of the age. And the thing is, in this new, hyper-competitive age, none of us -- none of us -- can afford to be complacent...

And that's not just true for individuals -- it's also true for this nation. In recent years, in many ways, we've become enamored with our own past success -- lulled into complacency by the glitter of our own achievements... All the while, the rest of the world has grown hungrier, more restless -- in constant motion to build and to discover -- not content with where they are right now, determined to strive for more. They're coming.

“So graduates, it's now abundantly clear that we need to start doing things a little bit different. In your own lives, you'll need to continuously adapt to a continuously changing economy. You'll end up having more than one job and more than one career over the course of your life; to keep gaining new skills -- possibly even new degrees; and you'll have to keep on taking risks as new opportunities arise.

And as a nation, we'll need a fundamental change of perspective and attitude. It's clear that we need to build a new foundation -- a stronger foundation -- for our economy and our prosperity, rethinking how we grow our economy, how we use energy, how we educate our children, how we care for our sick, how we treat our environment.

"Many of our current challenges are unprecedented. There are no standard remedies, no go-to fixes this time around. And Class of 2009 that's why we're going to need your help. We need young people like you to step up. We need your daring, we need your enthusiasm and your energy, we need your imagination.

And let me be clear, when I say "young," I'm not just referring to the date of your birth certificate. I'm talking about an approach to life -- a quality of mind and quality of heart; a willingness to follow your passions, regardless of whether they lead to fortune and fame; a willingness to question conventional wisdom and rethink old dogmas; a lack of regard for all the traditional markers of status and prestige -- and a commitment instead to doing what's meaningful to you, what helps others, what makes a difference in this world... That's the great American story: young people just like you, following their passions, determined to meet the times on their own terms...

"With a degree from this outstanding institution, you have everything you need to get started. You've got no excuses. You have no excuses not to change the world. Did you study business? Go start a company. Or why not help our struggling non-profits find better, more effective ways to serve folks in need. Did you study nursing? Understaffed clinics and hospitals across this country are desperate for your help... Did you study engineering? Help us lead a green revolution.

"But you can also make your mark in smaller, more individual ways... One student said it best when she spoke about her senior engineering project building medical devices for people with disabilities in a village in Africa. Her professor showed a video of the folks they'd been helping, and she said, "When we saw the people on the videos, we began to feel a connection to them. It made us want to be successful for them." Think about that: "It made us want to be successful for them."

"That's a great motto for all of us -- find somebody to be successful for. Raise their hopes. Rise to their needs. As you think about life after graduation, as you look into the mirror tonight after the partying is done you may see somebody who's not really sure what to do with their lives. That's what you may see, but a troubled child might look at you and see a mentor. A homebound senior citizen might see a lifeline. The folks at your local homeless shelter might see a friend. None of them care how much money is in your bank account, or whether you're important at work, or whether you're famous around town -- they just know that you're somebody who cares, somebody who makes a difference in their lives.

"So Class of 2009, that's what building a body of work is all about -- it's about the daily labor, the many individual acts, the choices large and small that add up over time, over a lifetime, to a lasting legacy. That's what you want on your tombstone. It's about not being satisfied with the latest achievement, the latest gold star -- because the one thing I know about a body of work is that it's never finished. It's cumulative; it deepens and expands with each day that you give your best, each day that you give back and contribute to the life of your community and your nation. You may have setbacks, and you may have failures, but you're not done -- you're not even getting started, not by a long shot...

“And that's not just how you'll ensure that your own life is well-lived. It's how you'll make a difference in the life of our nation...

“I know starting your careers in troubled times is a challenge. But it is also a privilege. Because it's moments like these that force us to try harder, to dig deeper, and to discover gifts we never knew we had -- to find the greatness that lies within each of us. So don't ever shy away from that endeavor. Don't stop adding to your body of work. I can promise that you will be the better for that continued effort, as will this nation that we all love.

“Congratulations, Class of 2009, on your graduation. God bless you. And God bless the United States of America.”

Barack Obama, Arizona State University, 2009

“Mr. President and Gentlemen,
I greet you on the re-commencement of our literary year. Our anniversary is one of hope, and, perhaps, not enough of labor. There goes in the world a notion, that the scholar should be a recluse, as unfit for any handiwork or public labor, as a penknife for an axe. The so-called `practical men' sneer at speculative men, as if, because they speculate or *see*, they could do nothing.

“As far as this is true of the studious classes, it is not just and wise. Action is with the scholar subordinate, but it is essential. Without it, he is not yet man. Without it, thought can never ripen into truth. Whilst the world hangs before the eye as a cloud of beauty, we cannot even see its beauty. Inaction is cowardice, but there can be no scholar without the heroic mind. The preamble of thought, the transition through which it passes from the unconscious to the conscious, is action. Only so much do I know, as I have lived.

Instantly we know whose words are loaded with life, and whose not.

Drudgery, calamity, exasperation, want, are instructors in eloquence and wisdom. The true scholar grudges every opportunity of action past by, as a loss of power.

“Of course, he who has put forth his total strength in fit actions, has the richest return of wisdom. I will not shut myself out of this globe of action, and transplant an oak into a flower-pot, there to hunger and pine; nor trust the revenue of some single faculty, and exhaust one vein of thought, much like those Savoyards, who, getting their livelihood by carving shepherds, shepherdesses, and smoking Dutchmen, for all Europe, went out one day to the mountain to find stock, and discovered that they had whittled up the last of their pine-trees.

“If it were only for a vocabulary, the scholar would be covetous of action. Life is our dictionary. This is the way to learn grammar. Colleges and books only copy the language which the field and the work-yard made.”

Ralph Waldo Emerson

“Thank you Mr. President, I had forgotten how crushingly dull these ceremonies are. Thank you...

I am honored to be here... I know there were some parents that were concerned about my speech here tonight, and I want to assure you that you will not hear any language that is not common at, say, a dock workers union meeting, or Tourette’s convention, or profanity seminar. Rest assured.

“I am honored to be here and to receive this honorary doctorate. When I think back to the people that have been in this position before me from Benjamin Franklin to Queen Noor of Jordan, I can’t help but wonder what has happened to this place. Seriously, it saddens me. As a person, I am honored to get it; as an alumnus, I have to say I believe we can do better. And I believe we should. But it has always been a dream of mine to receive a doctorate and to know that today, without putting in any effort, I will. It’s incredibly gratifying. Thank you. I’m sure my fellow doctoral graduates—who have spent so long toiling in academia, sinking into debt, sacrificing God knows how many years of what, in truth, is a piece of parchment that in truth has been so devalued by our instant gratification culture as to have been rendered meaningless—will join in congratulating me. Thank you.

“But today isn’t about how my presence here devalues this fine institution. It is about you, the graduates. I’m honored to be here to congratulate you today. Today is the day you enter into the real world... Lets talk about the real world for a moment. We had been discussing it earlier, and I...I wanted to bring this up to you earlier about the real world, and this is I guess as good a time as any. I don’t really know to put this, so I’ll be blunt. We broke it.

“Please don’t be mad. I know we were supposed to bequeath to the next generation a world better than the one we were handed. So, sorry.

“I don’t know if you’ve been following the news lately, but it just kinda got away from us. Somewhere between the gold rush of easy internet profits and an arrogant sense of endless empire, we heard kind of a pinging noise, and uh, then the damn thing just died on us. So I apologize...

But obviously that’s the world. What about your lives? What piece of wisdom can I impart to you about my journey that will somehow ease your transition from college back to your parents’ basement?...

“I thought I’d talk a little bit about my experience here at William and Mary... As a freshman I was quite a catch. Less than five feet tall, yet my head is the same size it is now. Didn’t even really look like a head, it looked more like a container for a head. I looked like a Peanuts character. Peanuts

characters had terrible acne. But what I lacked in looks I made up for with a repugnant personality... You could say that my one saving grace was academics where I excelled, but I did not.

“And yet now I live in the rarified air of celebrity, of mega stardom. My life a series of Hollywood orgies and Kabala center brunches with the cast of Friends. At least that’s what my handlers tell me. I’m actually too valuable to live my own life and spend most of my days in a vegetable crisper to remain fake news anchor fresh.

“So I know that the decisions that I made after college worked out. But at the time I didn’t know that they would. See college is not necessarily predictive of your future success. And it’s the kind of thing where the path that I chose obviously wouldn’t work for you. For one, you’re not very funny.

“So how do you know what is the right path to choose to get the result that you desire? And the honest answer is this. You won’t. And accepting that greatly eases the anxiety of your life experience...

“When I left William and Mary I was shell-shocked. Because when you’re in college it’s very clear what you have to do to succeed... But the unfortunate, yet truly exciting thing about your life, is that there is no core curriculum. The entire place is an elective. The paths are infinite and the results uncertain. And it can be maddening to those that go here, especially here, because your strength has always been achievement. So if there’s any real advice I can give you it’s this. College is something you complete. Life is something you experience. So don’t worry about your grade, or the results or success. Success is defined in myriad ways, and you will find it, and people will no longer be grading you, but it will come from your own internal sense of decency which I imagine, after going through the program here, is quite strong...

“Love what you do. Get good at it. Competence is a rare commodity in this day and age. And let the chips fall where they may.

“And the other thing...that I will say is, when I spoke earlier about the world being broke, I was somewhat being facetious, because every generation has their challenge. And things change rapidly, and life gets better in an instant.

“I was in New York on 9-11 when the towers came down. I lived 14 blocks from the twin towers. And when they came down, I thought that the world had ended. And I remember walking around in a daze for weeks. And Mayor Giuliani had said to the city, “You’ve got to get back to normal. We’ve got to show that things can change and get back to what they were.”

“And one day I was coming out of my building, and on my stoop, was a man who was crouched over, and he appeared to be in deep thought. And

as I got closer to him I realized, he was playing with himself. And that's when I thought, "You know what, we're gonna be OK."
"Thank you. Congratulations. I honor you. Good Night."

Jon Stewart, William & Mary, 2004

*“My uncle ordered popovers
from the restaurant’s bill of fare.
And when they were served,
he regarded them
with a penetrating stare ...
Then he spoke great Words of Wisdom
as he sat there on that chair:
“To eat these things,”
said my uncle,
“you must exercise great care.
You may swallow down what’s solid ...
BUT ...
you must spit out the air!”
And ...*

as you partake of the world’s bill of fare,

that’s darned good advice to follow.

Do a lot of spitting out the hot air.

And be careful what you swallow.”

Theodor ‘Dr. Seuss’ Geisel, Lake Forest College, 1977

Good morning. Thank you president Schapiro... And thank you to the class of 2011... I am honored to be your commencement speaker on this, the 25th anniversary of my graduating class... But as honored as i am to be here, i am also a bit surprised to be your graduation speaker, considering that 25 years ago today, i did not actually graduate. I thought i was graduating... But when i went up to get my diploma, the dean, cathy martin, handed me the folder, she leaned in and said, "i'm sorry." now, i didn't know what this meant, but it didn't sound good... when i got back to my seat and opened the handsome pleather folder, instead of containing an embossed diploma, there was instead a piece of paper torn from a legal pad that said, "see me, dean cathy martin." evidently i had an incomplete of which i was not aware. So, in my graduation photos with my family, i am holding a scrap of yellow paper. The first member of my family to earn a scrap of yellow paper- the rest of them got diplomas. So, remember- just by graduating on your graduation day, you are starting your career way ahead of me. Be proud.

Because northwestern is a school to be proud of. In academics, athletics, science, and public service, it represents humanity at its best, and on dillo day, it represents humanity at its worst - for parents, dillo day is a festival that started in 1972 to honor the armadillo...that is the best explanation i can offer...

Here's an interesting fact - a recent poll among private universities found that students at northwestern have the lowest desire to have sex... that low sex drive is surprising, given that evanston is riddled with brothels - oh yeah, they are out there- but thankfully this town is finally enforcing a century old city ordinance that prohibits more than three unrelated individuals from living together, lest they reach critical mass, and spontaneously prostitute themselves. I'm all for this law. Can't be too careful. In this economy, running a brothel may be the most reliable work out there...

So you have a great town, a great school, a great life here. Maybe too great. Because i see evidence that since i left, northwestern has gone soft. And don't go, "oh what's he talking about?" you know exactly what i'm talking about. I'm talking about: the snow day. 'Oh no! What's that white stuff coming from the sky...in chicago...in february!' i'm sorry, that is weak... my first winter here, true story, i endured what is still the coldest day in chicago history - january 20th, 1985. Negative 27 degrees, negative 83 with the windchill, you weren't careful, your genitals could snap off like a graham cracker. Did NU close? No! We went to class! Well, not me, i was a theater major, and didnt go to class that often. But i was supposed to! Have i mentioned that i finished college with an incomplete?...

But i'm not here to talk about me - i am here to inspire you by talking about me.

Fair warning: we are now entering the meaningful part of the speech: those of you who already have enough meaning in their lives can go do something else- maybe try to remember where you parked the rental car.

This spring, i participated in a sailing race from south carolina half way across the atlantic to bermuda. In many ways it was a beautiful journey, stars wheeling over head, whales breaching to starboard... And in many other ways it was horrible. We were filthy and tired - for seven days none of us slept for more than three hours at a time. Which is how stalin broke his enemies. And how infants break their parents.

We eventually made it to bermuda, and after a few days there, i came back home by plane. And looking out the window, it felt completely artificial to fly over that same thousand miles of water that we just fought our way across inch by inch. The ease of coming back somehow made it that much harder to explain to friends what was it was like out there- what was lost and what

was gained on that sublime and terrible trip. And in some ways, it feels just as artificial to fly back to this place after 25 years to try to tell you how to navigate the waters ahead.

Though it's tempting to think that i can. Because like many people my age, i have fantasized about traveling back in time and giving advice to my younger self. But i doubt my younger self would even listen to me. I'm sure he'd say "there's no way you could be me. I have a chin." plus, young me would never respect old me. He's in the theater. I work in "tv." i'm a total sellout. So to recap: i'm going to try to give you, who for all intents and purposes are me 25 years ago, some advice that i probably won't get right, and you probably won't listen to. Ready? Let's do this thing!

Ok: you have been told to follow your dreams. But - what if it's a stupid dream? For instance stephen colbert of 25 years ago lived at 2015 north ridge - with two men and three women - in what i now know was a brothel. He dreamed of living alone - well, alone with his beard - in a large, barren loft apartment - lots of blond wood- wearing a kimono, with a futon on the floor, and a samovar of tea constantly bubbling in the background, doing shakespeare in the street for the homeless. Today, i am a beardless, suburban dad who lives in a house, wears no-iron khakis, and makes anthony wiener jokes for a living. And i love it. Because thankfully dreams can change. If we'd all stuck with our first dream, the world would be overrun with cowboys and princesses.

So whatever your dream is right now, if you don't achieve it, you haven't failed, and you're not some loser. But just as importantly -and this is the part i may not get right and you may not listen to - if you do get your dream, you are not a winner.

After i graduated from here, i moved down to chicago and did improv. Now there are very few rules to improvisation, but one of the things i was taught early on is that you are not the most important person in the scene. Everybody else is. And if they are the most important people in the scene, you will naturally pay attention to them and serve them. But the good news is you're in the scene too. So hopefully to them you're the most important person, and they will serve you. No one is leading, you're all following the follower, serving the servant. You cannot win improv. And life is an improvisation. You have no idea what's going to happen next and you are mostly just making things up as you go along. And like improv, you cannot win your life.

Even when it might look like you're winning. I have my own show, which i love doing. Full of very talented people ready to serve me. And it's great. But at my best, i am serving them just as hard, and together, we serve a common idea, in this case the character stephen colbert, who it's clear, isn't interested in serving anyone. And a sure sign that things are going well is when no one can really remember whose idea was whose, or who should get credit for what jokes.

Though naturally i credit for all of them.

But if we should serve others, and together serve some common goal or idea - for any one of you, what is that idea? And who are those people? In my experience, you will truly serve only what you love, because, as the prophet says, service is love made visible. And if you love only yourself, you will serve only yourself. And you will have only yourself.

So no more winning. Instead, try to love others and serve others, and hopefully find those who love and serve you in return.

In closing, i'd like to apologize for being predictable. The new york times has analyzed the hundreds of commencement speeches given so far in 2011, and found that "love," and "service" were two of the most used words.

I can only hope that because of my speech today, the word "brothel" comes in a close third.

Thank you for the honor of addressing you, and congratulations to the class of 2011.

Stephen Colbert, Northwestern, 2011

“Good afternoon President Coleman, the Board of Trustees, faculty, parents, family, friends, and the class of 2010. Congratulations on your graduation, and thank you for allowing me the honor to be a part of it...

I am happy to join you all today, and even happier to spend a little time away from Washington. Don't get me wrong - it's a beautiful city... It's just that sometimes, all you hear in Washington is the clamor of politics - a noise that can drown out the voices of the people who sent you there. So when I took office, I decided that each night, I would read ten letters out of the thousands sent to us every day by ordinary Americans... Some of these letters tell stories of heartache and struggle. Some express gratitude, and some express anger. Some call me an idiot, which is how you know I'm getting a good sample. And some of the letters make you think, like the one I received last month from a kindergarten class in Virginia.

The teacher of this class instructed the students to ask me any question they wanted. One asked, “How do you do your job?” Another asked, “Do you work a lot?” ... But it was the last question in the letter that gave me pause. The student asked, “Are people being nice?”

“Well, if you turn on the news today - particularly one of the cable channels - you can see why even a kindergartener would ask this question. We've got politicians calling each other all sorts of unflattering names. Pundits and talking heads shout at each other...

“Now, some of this can be attributed to the moment in which we find ourselves... as our world grows smaller and more connected, you will live and work with more people who don't look like you or think like you or come from where you do. These kinds of changes and challenges cause tension. They make people worry about the future and sometimes they get folks riled up.

“In fact, this isn't a new phenomenon. Since the days of our founding, American politics has never been a particularly nice business - and it's always been a little less gentle during times of great change...

“Moreover, democracy in a nation of more than three hundred million people is inherently difficult. It has always been noisy and messy; contentious and complicated... So before we get too down on the current state of our politics, we need to remember our history. The great debates of the past all stirred great passion. “They all made some angry. What is amazing is that despite all the conflict; despite all its flaws and frustrations, our experiment in democracy has worked better than any other form of government on Earth.

“On the last day of the Constitutional Convention, Benjamin Franklin was famously asked, ‘Well, Doctor, what have we got - a Republic or a Monarchy?’ And Franklin gave an answer that's been quoted for ages: ‘A Republic, if you can keep it.’

“Well, for more than two hundred years, we have kept it...

“And now the question for your generation is this: how will you keep our democracy going? At a moment when our challenges seem so big and our politics seem so small, how will you keep our democracy alive and well in this century?....

“The... way to keep our democracy healthy is to maintain a basic level of civility in our public debate. These arguments we're having over government and health care and war and taxes are serious arguments. They should arouse people's passions, and it's important for everyone to join in the debate, with all the rigor that a free people require.

But we cannot expect to solve our problems if all we do is tear each other down...

The problem with it is not the hurt feelings or the bruised egos of the public officials who are criticized.

The problem is that this kind of vilification and over-the-top rhetoric closes the door to the possibility of compromise...

if we choose only to expose ourselves to opinions and viewpoints that are in line with our own, studies suggest that we will become more polarized and set in our ways.... But if we choose to actively seek out information that challenges our assumptions and our beliefs, perhaps we can begin to understand where the people who disagree with us are coming from.

This of course requires that we all agree on a certain set of facts to debate from, and that is why we need a vibrant and thriving news business that is separate from opinion makers and talking heads. As Senator Daniel Patrick Moynihan famously said, "Everyone is entitled to his own opinion, but not his own facts."

Still, if you're someone who only reads the editorial page of The New York Times, try glancing at the page of The Wall Street Journal once in awhile. If you're a fan of Glenn Beck or Rush Limbaugh, try reading a few columns on the Huffington Post website. It may make your blood boil; your mind may not often be changed. But the practice of listening to opposing views is essential for effective citizenship.

So too is the practice of engaging in different experiences with different kinds of people... If you find yourself only hanging around with people of your race or your ethnicity or your religion, broaden your circle to include people who've had different backgrounds and life experiences. You'll learn what it's like to walk in someone else's shoes, and in the process, you'll help make this democracy work.

The last ingredient in a functioning democracy is perhaps the most basic: participation...

Participation in public life doesn't mean that you all have to run for public office... But it does mean that you should pay attention and contribute in any way that you can. Stay informed ...

This democracy we have is a precious thing. For all the arguments and all the doubts and all the cynicism that's out there today, we should never forget that as Americans, we enjoy more freedoms and opportunities than citizens in any other nation on Earth...

None of this came easy. None of it was preordained. The men and women who sat in your chairs ten years ago and fifty years ago and one hundred years ago - they made America possible. And there is no guarantee that the graduates who will sit here in ten or fifty or one hundred years from now will enjoy the same freedoms and opportunities that we do. America's success has never been a given. Our nation's destiny has never been certain.

What is certain - what has always been certain - is our ability to shape that destiny. That is what makes us different. That is what makes us American - our ability at the end of the day to look past all of our differences and all of our disagreements and still forge a common future. That task is now in your hands, as is the answer to the question posed at this university half a century ago about whether a free society can still compete.

If you are as willing, as past generations were willing, to contribute part of your life to the life of this country, then I, like President Kennedy, still believe we can. Congratulations on your graduation. May God Bless You, and may God Bless the United States of America.

Barack Obama, University of Michigan, 2010

Appendix Y

School Script

We are in a lecture hall (Harrison 1261, specifically). The front of the room is set up with two long tables and four chairs set up in a row in front of these tables facing the audience. The floor is littered with 100 red solo cups. There is a full backpack sitting downstage center. The clock strikes 10AM. We begin.

Four individuals (Rebecca Klein, Zak Gordon, Chris Sanderson, and Aubrey Siebels) dressed as the ideal scholar and holding small notebooks enter from the back of the classroom, sprint to the front, and take a seat. They sit in the order: Chris, Aubrey, Zak, Rebecca (SR → SL). Pause. They switch seats to the order: Rebecca, Zak, Chris, Aubrey. Immediately they switch seats again: Chris, Rebecca, Aubrey, Zak. A long pause. Another switch: Aubrey, Chris, Zak, Rebecca. Immediately Zak and Rebecca switch seats. They breath together and open their books.

CHRIS The first in time and the first in importance of the influences upon the mind is that of nature. Every day, the sun; and, after sunset, night and her stars. Ever the winds blow; ever the grass grows. Every day, men and women, conversing, beholding and beholden. The scholar is he of all men whom this spectacle most engages. He must settle its value in his mind. What is nature to him?

AUBREY There is never a beginning, there is never an end, to the inexplicable continuity of this web of God, but always circular power returning into itself. Therein it resembles his own spirit, whose beginning, whose ending, he never can find, — so entire, so boundless. Far, too, as her splendors shine, system on system shooting like rays, upward, downward, without centre, without circumference, — in the mass and in the particle, nature hastens to render account of herself to the mind. Classification begins.

REBECCA To the young mind, every thing is individual, stands by itself. By and by, it finds how to join two things, and see in them one nature; then three, then three

thousand; and so, tyrannized over by its own unifying instinct, it goes on tying things together, diminishing anomalies, discovering roots running under ground, whereby contrary and remote things cohere, and flower out from one stem. It presently learns, that, since the dawn of history, there has been a constant accumulation and classifying of facts. But what is classification but the perceiving that these objects are not chaotic, and are not foreign, but have a law which is also a law of the human mind?

ZAK The astronomer discovers that geometry, a pure abstraction of the human mind, is the measure of planetary motion. The chemist finds proportions and intelligible method throughout matter; and science is nothing but the finding of analogy, identity, in the most remote parts. The ambitious soul sits down before each refractory fact; one after another, reduces all strange constitutions, all new powers, to their class and their law, and goes on for ever to animate the last fibre of organization, the outskirts of nature, by insight.

CHRIS Thus to him,

REBECCA Thus to him,

Rebecca sets down her book, sits on the table, flips around to face back, raises arms above head and lays down on her back.

CHRIS to this school-boy under the bending dome of day, is suggested,

Chris sets down his book, flips around so that he's sitting on the table facing upstage, slides onto his side, and rolls onto his back

AUBREY that he and it proceed from one root; one is leaf and one is flower; relation, sympathy, stirring in every vein.

Aubrey sets down book, turns SR, and stands on chair next to her

REBECCA *sits up and flips around* And what is that Root? Is not that the soul of his soul?

Rebecca scoots over so that she is between two chairs on the table. Aubrey stands with one foot on each chair facing Rebecca.

ZAK The old fable covers a doctrine ever new and sublime; that there is One Man, —
Rebecca goes through Aubrey's legs. Aubrey sits on table facing US

ZAK present to all particular men only partially, or through one faculty; and that you must take the whole society to find the whole man. Man is not a farmer, or a professor, or an engineer, but he is all.

Zak sets down book, sits on table, and turns SL. Rebecca and Aubrey move to C.

ZAK In this distribution of functions, the scholar is the delegated intellect.

REBECCA *stepping backwards and sitting* In the right state, he is, Man Thinking.

BUZZER SOUNDS all look at each other. Pause.

All run to collect cups from floor. All bring cups to Chris SR, all put hands on the bottom of the stack of cups. Once all have arrived, Rebecca runs to computer and turn projector on, Zak runs SL of table and put chair on table facing C, Aubrey runs SR of table and put chair on table facing C, Zak & Aubrey step up on table and sit.

BUZZER SOUNDS game 1 begins.

GAME ONE: Pre-university

There are three stations that the scholars rotate between.

Station 1: balance a stack of 100 red Solo cups on one hand.

Station 2: build a parable about hard work by piecing together the words from classic American texts.

Station 3: scholar #1 states “I am the ideal scholar”, scholar #2 asks "why?" and scholar #1 answers their question. Scholar #2 then asks “why?” 14 more times. After 15 "why"s a buzzer sounds and all scholars rotate stations.

Rotation pattern:

- Station 1 → Scholar #1
- Scholar #1 → Scholar #1
- Scholar #2 → Station 2
- Station 2 → Station 1

If the cups fall a buzzer sounds and the two scholars in Station 3 switch roles. When the parable is complete a long buzzer sounds and we transition into Game 2.

TRANSITION ONE → TWO (12:15 PM wrap-up, 12:30 PM switch)

BUZZER SOUNDS Scholars stop what they're doing. Station 2 makes parable full screen. All scholars bring their chairs to a row in front of the screen & read parable. when they're done they turn around a recite it. Once they have completed this task they receive their acceptance letters from the backpack and return to the positions they were in at the end of the introduction and open their letters. As they read through the following, they perform choreography. Throughout choreography, move three chairs to face the whiteboard. End position: three kneeling in chairs, Zak on table.

ALL We are pleased to inform you of your admission to the university.

REBECCA I hope this letter is the one you were expecting and that it brings you the exhilaration you deserve to feel.

ZAK You were selected for your truly outstanding achievements, and the breadth of your talents, interests and potential. You are therefore invited to take part in a fresh cycle of learning – discovery, dissemination, and implementation.

AUBREY The next great influence into the spirit of the scholar, is, the mind of the Past, — in whatever form, whether of literature, of art, of institutions, that mind is inscribed. Books are the best type of the influence of the past, and perhaps we shall get at the truth, — learn the amount of this influence more conveniently, — by considering their value alone.

CHRIS The theory of books is noble. The scholar of the first age received into him the world around; brooded thereon; gave it the new arrangement of his own mind, and uttered it again. It came into him, life; it went out from him, truth... Precisely in proportion to the depth of mind from which it issued, so high does it soar, so long does it sing.

ZAK Or, I might say, it depends on how far the process had gone, of transmuting life into truth. In proportion to the completeness of the distillation, so will the purity and imperishableness of the product be. But none is quite perfect... Each age, it is found, must write its own books; or rather, each generation for the next succeeding. The books of an older period will not fit this.

AUBREY Yet hence arises a grave mischief.

REBECCA The sacredness which attaches to the act of creation, — the act of thought, — is transferred to the record. The poet chanting, was felt to be a divine man: henceforth the chant is divine also.

CHRIS The sluggish and perverted mind of the multitude, slow to open to the incursions of Reason, having once so opened, having once received this book, stands upon it, and makes an outcry, if it is disparaged. Colleges are built on it. Books are written on it by thinkers, not by Man Thinking;

REBECCA Meek young men grow up in libraries, believing it their duty to accept the views, which Cicero, which Locke, which Bacon, have given, forgetful that Cicero, Locke, and Bacon were only young men in libraries, when they wrote these books.

ZAK Hence, instead of Man Thinking, we have the bookworm.

BOOKWORM SONG starts playing, scholars begin performing

At conclusion of "Bookworm" dance:

- *Rebecca grab research, glue stick, and air horn from big pocket sleeve of backpack → go to computer → switch to doc cam*
- *Chris and Aubrey grab six cups and play flip cup on SR table*
- *Zak move parable chair to SR position, grab parable notebook, pen, and microphone from backpack and then stand on parable chair. **TURN MIC ON.***

GAME 2 BEGINS

GAME TWO (3:15 PM switch): university. There are three stations that the scholars rotate between.

Station 1: two scholars play flip cup. Every twenty-four cups flipped, the scholar gets to add a cup to their 'resume' stack. The winner of each flip cup game teaches the other scholars their technique.

Station 2: tells the audience a parable related to the subject of the meritocracy. When they have completed their parable they go make a list of the positive characteristics that this parable promoted.

Station 3: builds a book that lists characteristics of the ideal democratic citizen by tearing up the research that we've used to create our piece and pasting it into a journal. When they've created a characteristic they sound a buzzer. Their characteristic is read aloud and then the scholars switch stations.

Occasionally the bookworm song from Sesame Street will start playing and all of the scholars will drop what they're doing and perform a fully choreographed song and dance.

Rotations:

- Station 1 winner → Station 3
- Station 3 → Station 2
- Station 2 → Station 1

- Station 1 loser → Station 1

When the book of characteristics is complete a long buzzer will sound and we transition into Game 3.

TRANSITION TWO → THREE

LONG BUZZER all scholars drop what they're doing. Line up. receive degree from bag. return to positions that they were in at the end of Transition One.

ZAK Good afternoon president, the board of trustees, faculty, parents, family, and friends of this graduating class. Congratulations. It is a privilege to be here with you on this happy occasion.

REBECCA

Mr. President and Gentlemen,

I greet you on the re-commencement of our literary year. Our anniversary is one of hope, and, perhaps, not enough of labor. There goes in the world a notion, that the scholar should be a recluse, as unfit for any handiwork or public labor, as a penknife for an axe. The so-called `practical men' sneer at speculative men, as if, because they speculate or *see*, they could do nothing.

As far as this is true of the studious classes, it is not just and wise. Action is with the scholar subordinate, but it is essential. Without it, he is not yet man. Without it, thought can never ripen into truth. Whilst the world hangs before the eye as a cloud of beauty, we cannot even see its beauty. Inaction is cowardice, but there can be no scholar without the heroic mind. The preamble of thought, the transition through which it passes from the unconscious to the conscious, is action. Only so much do I know, as I have lived. Instantly we know whose words are loaded with life, and whose not.

CHRIS

Thank you Mr. President, I had forgotten how crushingly dull these ceremonies are. I am honored to be here and to receive this honorary doctorate. When I think back to the

people that have been in this position before me, I can't help but wonder what has happened to this place.

REBECCA

Drudgery, calamity, exasperation, want, are instructors in eloquence and wisdom. The true scholar grudges every opportunity of action past by, as a loss of power.

ZAK

before we get too depressed about the current state of our politics, let's remember our history. The great debates of the past all stirred great passions. Democracy in a nation of more than 300 million people is inherently difficult. On the last day of the constitutional convention Benjamin Franklin was famously asked, "Well, doctor, what have we got? A republic or a monarchy?" and franklin gave an answer that's been quoted for ages. he said, "a republic. if you can keep it" if you can keep it. So now, the question for your graduating class is this: how will you keep our democracy going?

CHRIS

Lets talk about the real world for a moment. We had been discussing it earlier, and I...I wanted to bring this up to you earlier about the real world, and this is I guess as good a time as any. I don't really know to put this, so I'll be blunt. We broke it.

Please don't be mad. I know we were supposed to bequeath to the next generation a world better than the one we were handed. So, sorry.

I don't know if you've been following the news lately, but it just kinda got away from us. Somewhere between the gold rush of easy internet profits and an arrogant sense of endless empire, we heard kind of a pinging noise, and uh, then the damn thing just died on us. So I apologize.

But obviously that's the world. What about your lives? What piece of wisdom can I impart to you about my journey that will somehow ease your transition from college back to your parents' basement?

REBECCA

Of course, he who has put forth his total strength in fit actions, has the richest return of wisdom. I will not shut myself out of this globe of action, and transplant an oak into a flower-pot, there to hunger and pine; nor trust the revenue of some single faculty, and exhaust one vein of thought, much like those Savoyards, who, getting their livelihood by carving shepherds, shepherdesses, and smoking Dutchmen, for all Europe, went out one day to the mountain to find stock, and discovered that they had whittled up the last of their pine-trees.

ZAK

For if we choose only to expose ourselves to opinions and viewpoints that are in line with our own, studies suggest that we will become more polarized and set in our ways. And that will only reinforce and even deepen the political divides in this country. But if we choose to actively seek out information that challenges our assumptions and our beliefs, perhaps we can begin to understand where the people who disagree with us are coming from.

AUBREY

*My uncle ordered popovers
from the restaurant's bill of fare.
And when they were served,
he regarded them
with a penetrating stare ...
Then he spoke great Words of Wisdom
as he sat there on that chair:
"To eat these things,"*

said my uncle,

“you must exercise great care.

You may swallow down what’s solid ...

BUT ...

you must spit out the air!”

And ...

as you partake of the world’s bill of fare,

that’s darned good advice to follow.

Do a lot of spitting out the hot air.

And be careful what you swallow.

REBECCA

That’s true.

CHRIS

the decisions that I made after college worked out. But at the time I didn’t know that they would. See college is not necessarily predictive of your future success. And it’s the kind of thing where the path that I chose obviously wouldn’t work for you.

So how do you know what is the right path to choose to get the result that you desire? And the honest answer is this. You won’t. And accepting that greatly eases the anxiety of your life experience.

ZAK

This of course requires that we all agree on a certain set of facts to debate from, and that is why we need a vibrant and thriving news business that is separate from opinion makers and talking heads. As Senator Daniel Patrick Moynihan famously said, “Everyone is entitled to his own opinion, but not his own facts.”

The practice of listening to opposing views is essential for effective citizenship. So too is the practice of engaging in different experiences with different kinds of people. If you find yourself only hanging around with people of your race or your ethnicity or your

religion, broaden your circle to include people who've had different backgrounds and life experiences. You'll learn what it's like to walk in someone else's shoes, and in the process, you'll help make this democracy work.

AUBREY

That's true.

CHRIS

When I left college I was shell-shocked. Because when you're in college it's very clear what you have to do to succeed. You knew what you had to do to get to this college and to graduate from it. But the unfortunate, yet truly exciting thing about your life, is that there is no core curriculum. The entire place is an elective. The paths are infinite and the results uncertain. And it can be maddening to those that go here, especially here, because your strength has always been achievement. So if there's any real advice I can give you it's this.

College is something you complete. Life is something you experience.

ZAK

That's true.

REBECCA

If it were only for a vocabulary, the scholar would be covetous of action. Life is our dictionary. This is the way to learn grammar. Colleges and books only copy the language which the field and the work-yard made.

CHRIS

Also... true.

REBECCA runs back to back pack and is surprised to find another scroll, when AUBREY sees this she quickly follows and starts searching through backpack. Meanwhile CHRIS and ZAK are pinning commencement speeches up onto the board

REBECCA

OK: YOU HAVE BEEN TOLD TO FOLLOW YOUR DREAMS. BUT - WHAT IF IT'S A STUPID DREAM? FOR INSTANCE WHEN I WAS 25 YEARS OLD I DREAMED OF LIVING ALONE - WELL, ALONE WITH MY BEARD - IN A LARGE, BARREN LOFT APARTMENT - LOTS OF BLOND WOOD- WEARING A KIMONO, WITH A FUTON ON THE FLOOR, AND A SAMOVAR OF TEA CONSTANTLY BUBBLING IN THE BACKGROUND, DOING SHAKESPEARE IN THE STREET FOR THE HOMELESS. TODAY, I AM A BEARDLESS, SUBURBAN DAD WHO LIVES IN A HOUSE, WEARS NO-IRON KHAKIS, AND MAKES ANTHONY WIENER JOKES FOR A LIVING. AND I LOVE IT. BECAUSE THANKFULLY DREAMS CAN CHANGE. IF WE'D ALL STUCK WITH OUR FIRST DREAM, THE WORLD WOULD BE OVERRUN WITH COWBOYS AND PRINCESSES.

SO WHATEVER YOUR DREAM IS RIGHT NOW, IF YOU DON'T ACHIEVE IT, YOU HAVEN'T FAILED, AND YOU'RE NOT SOME LOSER. BUT JUST AS IMPORTANTLY - IF YOU DO GET YOUR DREAM, YOU ARE NOT A WINNER.

ZAK

That's true.

by this point AUBREY has found and opened her scroll

AUBREY

As you think about life after graduation, as you look into the mirror tonight after the partying is done you may see somebody who's not really sure what to do with their lives. That's what you may see, but a troubled child might look at you and see a mentor. A homebound senior citizen might see a lifeline. The folks at your local homeless shelter might see a friend.

So, that's what building a body of work is all about -- it's about the daily labor, the many individual acts, the choices large and small that add up over time, over a lifetime, to a lasting legacy. That's what you want on your tombstone. It's about not being satisfied with the latest achievement, the latest gold star -- because the one thing I know about a body of work is that it's never finished. It's cumulative; it deepens and expands with each day that you give your best, each day that you give back and contribute to the life of your community and your nation.

CHRIS goes to backpack and start digging through it

You may have setbacks, and you may have failures, but you're not done -- you're not even getting started, not by a long shot.

CHRIS pulls out large packet of paper and shows it to the group. All look at it

CHRIS
That's true.

CUE

VOICE I am the ideal democratic citizen because...

lights out, everyone runs to set up next piece

GAME THREE: : post-university. There are 4 stations that the scholars rotate between.

Station 1: scholar stands on a table, the audio "we are the ideal democratic citizens because" plays, the scholar must read a characteristic and defend it.

Station 2: when a statement is read, this scholar can question it by asking "why?" until they are satisfied with the answer.

Station 3: when a statement is read, and questioned this scholar can choose whether or not to validate it by saying "that's true." Once they validate the statement, the scholars rotate stations.

Station 4: this scholar is taking the piece of paper that each statement is written on and taping them up around the room. This scholar must always be running. Once we run out of stations, the game our piece ends.

After ~10 "Why?"s, the "Why?" person begins running, either in place or around the room

After ~20 "Why?"s, the validating person begins running, either in place or around the room

If "Why?" and "That's true" happen at the same time, "Why?" wins out

Rotation

- Station 1 > Station 2
- Station 2 > Station 3

- Station 3 > Station 4

ENDING (sticky note on the page that starts the conclusion)

After the first sticky-noted page, the “We are the ideal democratic citizens because...” will no longer play. Runner continues to run. “Why?” begin running DSL three “Why?”s after “...birthright trip...” Validator begin running DSR six “Why?”s after “...birthright trip...” All sitting down by “...perfect body... Person standing on table reads through them, ending with “The stream retreats to its source.”

PERSON WHO ENDS IN STATION 1:

We traveled to Israel on Birthright, and then immediately spent several weeks Palestine to understand that perspective, as well. We took a semester off from college to do a journalism internship because that was more important. We are invested in American politics, and care about the future of this country and its people.

We don't watch reality television. In fact, we don't even watch cable. We certainly don't let our kids watch Disney, or go to Disney World. We would rather they travel the real world than traipse around a Westernized, commercialized tourist trap selling Americans' ideas of what other countries look like.

We achieved the American Dream
We promote the separation of church and state
We work harder than anyone I know

we are not a farmer, or a professor, or an engineer, we are all.
we are a priest, and a scholar, and a statesman, and a producer, and a soldier
we return from our own labor to embrace all other laborers
we are not a finger, a neck, a stomach, an elbow, but a man

we look at the matters of our wealth not with a nostalgic yearning but with the calmest of observation

we steal pens from academic conferences

we have run out of thoughts to think and sayings to say, we return to books

You masterfully combine the destruction of endangered animals' resources and the outsourcing of manufacturing jobs symbiotically with a #vegan lifestyle.

Your own brand is built on hypocrisy

You are beautiful

You have told the public to put rocks in their vaginas

we are the ideal democratic citizens because when we have exhausted our materials

we return to the simple act of living

the stream retreats to its source

All scholars exit.

FIN.

Appendix Z

- They're not loud enough for the live steam to be effective
- When Zac started speaking in the beginning it got much more engaging
- Transitions between stations took some time warm up & feel purposeful
- Not projecting enough
- Cups should've been harder
- There we go zac with the running
- Zac had 1 more!
- Realization of space!
- Instead I chose to be a theatre major ← realization of self
- They keep forgetting the 2nd buzzer
- People know zak Gordon
- Looking @ my shoes... pants
- Otherwise the tigers win
- Cailin forgetting buzzer too
- We're just watching them! This show is just them! UGH I LOVE THEM!
- Mentioned Emerson!
- Rebecca are you okay?
- "Because I'm in School"
- Am I part of the show? Haha probably
- 1 hr – wow this has been happening for a while
- Every time Rebecca drops the cups she like goes down with them
- When Rebecca sees someone she really is happy
- "What's goin on on the screen?"
- The war of the writing utensils
- Molly nodding along with everything she agrees with
- "something smells like gummy bears" realization of scent!
- Zac barely made the buzzer
- "my learning is made possible by hummus cups"
- It's an endurance exercise for the audience as well – even if they come & go there is a certain level of commitment to figure out what's going on
- Jmu's really into diversity? ← became a problem that they're all white//from the same demographic
- Started losing more ppl around hr 2
- Tell Rebecca
- They're saying that they're already in college
- when you give the audience something to read, they read it
- yessss running!
- I love Aubrey's leaping
- How to get around an Aubrey
- Worried that they'll take parables as stand alone lessons
- It really matters whether or not the parables are engaging

- Amazing job with alien eaters
- Weird making all these stories practically equivalent
- Great cups falling
- No one's HEERRREEEE
- Having parable & bookworm doing same thing is weird
- Period of low energy ← not with them, within the piece
- What are we gonna do when we run outta cups?
- Why are you using the shitty pen
- Wanna knkow where that research came from
- What is great about leading an improvised devised piece is that I am just as surprised or disappointed as the audience a lot of the time
- "hello my name is" is too small
- Mic isn't functioning
- This piece would function better @ about 4-6 hrs
- Should've come up with a last sentence or ended with bookworm song
- Cheating worked – "she's cheating!" didn't work
- They're so mad!!!
- Transition didn't work
 - Beginning of it
 - Too long cut off eroding
- Guy who threw the diploma
- Ppl who wanted diplomas
- Dumping out diploma was fun but felt like we were devaluing them
- ANGRY ENERGY
- Once again it became a problem for me that they're all white
- Cannibals
- People are trying to participate
- Tearing up the lil pieces
- When in doubt go with B
- I or we?
- Aubrey reffin off runnin
- Realization of time!
- Beautiful eyes – zac
- Ppl don't read things that are on the floor
- LOVE ME!
- The mitochondria is the powerhouse of the cell
- Humans are boring
- Long pause
- Jumping jacks
- My role

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