

Rollo May terms flight to suburbs 'cowardice'

BY MARTHA MAHAN

There's an element of "cowardice" in the population shift to the suburbs during the last couple of decades, in the opinion of Dr. Rollo May, psychoanalyst and author.

The final speaker in this year's Schoolcraft College lecture series, he told an audience of about 550 suburbanites that moral courage is needed for today's society "with one world dying and another not yet born."

Such courage, he declared, grows out of compassion and the ability to identify with the suffering of others. He added:

'We need strong courage so we won't become detached from the poor.'

Dr. Rollo May



"The strongest cowardice is shown in apathy and the 'I don't want to become involved' philosophy which is demonstrated, in one way, by withdrawal to the suburbs."

"I have a sad feeling within myself that cities like Detroit, Washington and Cleveland have been gutted."

"We need moral courage so we won't become detached from the poor, perhaps the black. We must work out a kind of life that won't leave the cities to those who can't support them."

Dr. May, winding up a series that has drawn between 5,000 and 6,000 to the Schoolcraft campus, told his audience that courage of many kinds is needed as a new society comes into being.

Rather than shrinking back and blocking out the activity around us, Dr. May said "we should take up the responsibility that you and I live in a time of transition and through our awareness have some effect on how the world is transformed."

Old ways and symbols don't simply die but "just peter out," Dr. May said, and those who profit from them will "draw on all power both legal and illegal, to continue."

"The problem is discovering new symbols and forms to make government and life genuinely creative for cities and ourselves," he said, and this will involve a "battle with the gods" of conformity, material success and exploitative use of power.

To create "literally a new society."

Dr. May said, will require courage which he defined in a number of ways.

He called it "the capacity to move ahead despite despair, to look despair in the eye and move ahead."

He called it, also, the capacity "to listen to our own inner being and express our own ideas without betraying either the self or them."

A "paradox of courage," Dr. May said, is its necessity to face both what he defined as "fear of life," or the risk of engaging in an intimacy and sharing of one's deepest thoughts and experiences over a period of time without knowing how the relationship will turn out and a "fear of death" which is a risk of being wholly absorbed by another.

Courage requires commitment but a willingness to hark to what others say, believe or do with a consciousness that we can learn from others and that we might possibly be wrong.

May called "the highest form of courage" the willingness "to go into the wilds of your unconscious self and find new forms and symbols to be the basis of a new society."

He attributed this type of courage primarily to the artists, poets and

writers whose non-conforming reflects the "consciousness of the race." Creativity also hinges, May said, on a yearning for immortality.

"All creative people have known they were going to die but rebel against death," he said. "Every poet must write from a rage against death, not from an objective view as seen from outside but as they feel it emotionally."

He called the "prototype of all injustices" the ability to accept death and at the same time staunchly rebel against it.

Rebels such as Jesus, Socrates, William Blake and Joan of Arc were all ostracized or killed by their generations, May said.

"Society can't help opposing the non-conformist while he lives," he declared, "but needs the non-conformist to build upon."

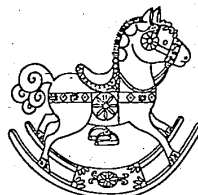
Dr. May, whose childhood and youth were spent in Michigan and who once served as a student counselor at Michigan State University, is the author of seven books, the latest titled "Love and Will."

Other volumes are "The Meaning of Anxiety," "Man's Search for Himself," "Existence: A New Dimension in Psychiatry and Psychology," "Symbolism in Religion and Literature" and "Psychology and the Human Dilemma."

He is a practicing psychoanalyst in New York and serves as a supervisory and training analyst at the William Alanson White Institute of Psychiatry, Psychology and Psychoanalysis.

He has been a visiting professor and lecturer at a number of universities, including Harvard, Yale and Princeton.

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A comprehensive reference kit concerning issues related to running a day care center is now available at the School of Education of the University of Michigan.

The 225-page manual is designed as a resource for day care center directors, teachers, consultants, and students in day care administration. It was developed by and for participants in the U - M's annual five-week training course in pre-school and child care administration.

The manual includes outlines of general goals of child care, the director's role, staff development techniques, parental involvement, and use of volunteers.

It presents copies of the current Michigan act under which day care is licensed, Michigan standards and requirements for licensing, fire inspection rules, and federal inter-agency day care requirements.

A 30-page discussion of center management covers such topics as costs per child and sliding fee schedules, salary schedules, licenses, taxes, insurance, advertising, supplies, transportation, food costs, depreciation, record keeping, and proposal writing.

A section on physical facilities presents make-it-yourself ideas for indoor and outdoor play equipment, and outlines several hundred uses for discarded paper products, boxes, cartons, wood scraps, clothing and other items.

The manual includes sample child evaluation forms with which day care teachers can assess a child's health, academic readiness, self-management, social skills, coordination, creativity, and language skills.

Also listed are booklets and materials developed by other agencies and organizations and the addresses from which they can be ordered.

Materials on programming for handicapped children, multi-ethnic curriculum, nutritional guides, staff recruitment, training and evaluation, and parental involvement are offered.

Copies of the manual, entitled "Pre-school and Child Care Administration Course Materials" may be obtained by contacting Pearl G Axelrod, Room 249, U - M School of Education, Ann Arbor.



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