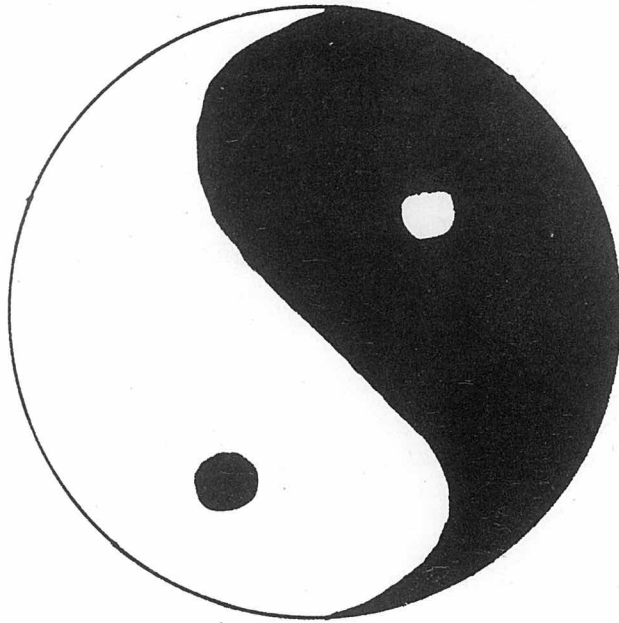


THE PEOPLE'S CENTER



*A non-profit organization
for the development of better
human communication, creativity,
and community growth*

**505 E. Charleston Road
Palo Alto, California 94306
326-9031**

AN INVITATION

The People's Center begins with two assumptions:

- * To be alive is to continue to search for new ways of creatively growing.
- * Each individual deserves the opportunity to fulfill his or her potential for a meaningful life.

Therefore, the Center is an attempt to facilitate and encourage both self and community growth. The emphasis of the classes, activities, and experiences is to be on openness, cooperation, trust, and acceptance of each individual's worth.

The People's Center will be oriented around the belief that education and life are inseparable and together form a continual, ongoing process; and that education should include all aspects of the person -- intellectual, emotional, social, practical, physical.

WHO MAKES UP THE PEOPLE'S CENTER?

Initially, the idea for a People's Center grew out of a gathering of the following people: Ruth and Al Raebach, Triev and Barbara Tanner, Jean Walker, Jerry Borsch, Chuck Marshall, Dot-Sue Rodal, Lois Beebie, Jack Paddock, Deane and Johanna Shapiro, Tim and Katie Locke, Barbara and Larry Newcomb, Tom Schieyer, Larry Cook, Kathie Keels, Mark Peters. Since then, the idea has been expressed to and received support from Dan Lyon, Ron Hargis, Ron Garrison, Ellen Clement, Don and Alice Littlepage, Barbara Portaro, Gerry French, and several others.

But people means everyone: from the tiniest toddler to the oldest granddaddy. The hope is that families could participate in the Center as a family. Everyone has an intrinsic worth and it is the goal of this Center to facilitate and encourage the development of a trusting, loving environment in which we will all continue to learn how to share ourselves.

PROJECTED DATES -- FALL, 1971

- November 14 -- Explanatory talk and discussion about the Center at the 9:00 a.m. forum and the 11:00 a.m. service. Informational booths will be set up after the service.
- November 14 - December 19 -- Feedback, informal discussions, forums etc.
- January 6 -- To facilitate selection and coordination of activities, a brochure will be published, detailing courses, activities, and experiences.



POSSIBILITIES



A. Interpersonal interaction: seek the assistance of Open Door; initiate such courses as a Family Communication Workshop; youth oriented open door; a young couples workshop; Gestalt Workshop; Psychodrama and Role-playing groups; creativity workshop to encourage individuals to come into contact with their own creative processes; repetition of the live-in experience on a more regular basis.

B. Practical Services: anything from paralegal and paramedical training to courses in car repair; plumbing; and woodwork; a community workshop and equipment pool; cooking as sharing of recipes and selves; first aid in the home and the woods. Eventually this aspect of the Center could develop into a functional exchange of services; it could also lead to a community conspiracy: the buying of items (e.g., food) wholesale; a baby-sitting pool.

C. Sharing of Interests: "classes" could run the gamut from geology and physics to haiku, studying the novel, yoga, Shakespeare, a folk and blues workshop...

D. Physical Activities: folk and interpretative dance; tennis and volleyball teams; ping-pong tournaments; touch football matches; hiking expeditions...

The above are only possible suggestions. The field is wide open, limited only by your concern and interest.

REGISTRATION FORM

Name _____ Phone _____

Address _____

*What classes/activities/experiences would you like to see offered? _____

*What sorts of activities would you like to lead or be involved with? _____

*What PAUC activities are you now involved with that you think others might be interested in? _____

Please either mail or bring this form to: THE PEOPLE'S CENTER
c/o Deane or Johanna Shapiro
Palo Alto Unitarian Church
505 E. Charleston Road
Palo Alto, California, 94306



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505 E. Charleston Road
Palo Alto, California 94306
326-9031

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Ideas for the Nursery: An Open Letter

Dear Volunteers, Mothers, and Others,

I really appreciate the help you've given me, both through your verbal suggestions and your physical presence. It's made my job a lot easier and already I've learned many things. Because I want us to keep learning and growing together, I'd like to share with you some of my ideas about the nursery. And since it sometimes gets a little too hectic on Sundays for coherent dialogue, I thought I'd better write them down.

As I see it, these are some of the goals on which we should focus:

- 1) making children more comfortable and secure in the nursery situation
- 2) giving children the freedom to be creative
- 3) helping children to develop qualities of social interaction

So, some of our general behavioral postulates might be:

- 1) give children attention and affection to alleviate their fears. (sometimes it works very well if the mother stays with her frightened child to reassure him about the nursery situation; or if she leaves for a short period of time and then returns, so that initially the child does not have to cope with a lengthy period of autonomy in a strange environment.)
- 2) give children maximum room for expression; i.e., don't always try to do for them, but allow them to take the initiative (on the other hand, it is valid to make them aware of the possibilities that exist in the playroom.)
- 3) in the nursery, children have the experience of being with other children; so, encourage attitudes of sharing and cooperation

And, growing out of these postulates, some general guidelines:

- 1) it is all right for children to become dirty, sandy etc. as long as they themselves are not bothered by this condition and are having a good time
- 2) it is all right for them to make noise, even if this noise tends to be somewhat loud and cacophonous
- 3) it is all right for the nursery to become messy or dirty as a result of their activities; it can be cleaned.

I hope these ideas give you a feeling for the direction I'd like to see the nursery move in. Your reaction is important - so if you have suggestions, disagreements etc. talk to me or to Ron Hargis. If we work together, we can make the nursery a creative, growing place.



Joey

General Background

I did two years of undergraduate work at UC Berkeley, during which time I received a Kraft Award for scholarship and a MacEnerney Scholarship. I was also on the Dean's List both years. Dissatisfied with the impersonalness of the multiversity educational process, I transferred to Stanford. I spent the following summer teaching contemporary literature and counselling minority students at Occidental College's Upward Bound program. Although I had worked with minority students for several years in the capacities of both private tutor and teacher's aide, this was the first time I had the experience of integrating academic study with daily living. Because of the live-in dimension provided by my counselling services, education became a total process involving all aspects of the human being.

In June of 1970 I graduated from Stanford Phi Beta Kappa, Magna Cum Laude, and was awarded the Wexler prize for my history honors thesis. I had designed an independent major which, while it familiarized me with the major documents of Anglo-American history and literature, also attempted on a theoretical level to correlate and coordinate these two fields, to treat them as interrelated rather than separate disciplines. Through an examination of man's attitudes and behavior in the past (History) and his own creative interpretation of himself (Literature), I wanted to explore human nature - how man thinks, how he feels, how he relates, how he functions in a social setting.

After graduation, I spent the subsequent year and a half travelling with my husband in Asia, where we studied Eastern religions, art, and literature. In Japan, we familiarized ourselves with such contemporary authors as Kawabata, Mishima, and Abe. We studied Zen Buddhism and spent some time in monasteries both in Japan and Taiwan. In Taiwan, we read Confucius' Analects, the works of Mencius, Lao-tse, Chuang-tse, as well as studying Chinese poetry and painting, especially of the T'ang and Sung periods. In Malaysia, we studied the basic Indian texts: the Rig Veda, the Bhagavadgita, several of the Upanishads; and studied yoga from a Chinese master who had lived in Tibet. We tried to give creative expression to this educational experience through sumiye painting, short story writing, poetry, and haiku. At this point, the orientation of my studies became more personal and ethical. I perceived education to be intimately connected with living, so that I became interested not only in the nature of man, but in my own nature; not only in how man acted, but in how I should act. My basic approach, however, remained the same: I investigated man's intellectual and artistic creations, seeking indications of his essential nature.

This time spent outside any societal framework was crucial in providing me with a perspective on the system which had produced me. America appeared as a culture of many dangers - the fast pace of living, the materialism, the competitive ethic, the impersonal hugeness. Yet it was also a society of possibility, my country to which I had to return.

General Statement of Purpose

In April, 1970, my husband and I left this society. We spent the next year and a half searching, trying to understand and develop a relationship with each other, trying to see who we were, what our values were, and what sort of life we were hoping to build together.

Each morning when we awoke we were faced with both a burden of responsibility and the excitement of possibility -- for each morning we were challenged to create a day. We wrote a book of poetry; we created a book of Japanese sumiye painting; but most important, we learned very much about each other and about the type of lifestyle we want to lead.

We reentered America; and we were frightened by much of what we saw. So, in a small way, we are trying to encourage the possibility of a different value orientation: Simplicity -- few possessions; a poverty-level income so we do not have to pay taxes and therefore in no way support the war; no automobile, as a gesture against pollution and the fast, impersonal way of life; Humanity -- an emphasis on cooperation and sharing; the acceptance of our basic worth as human beings, independent of degrees and social advancement.

We want to teach and offer guidance which reinforces rather than criticizes cooperation. Further, we do not want to hide behind academic credentials, which are useful only as a vehicle for personal encounter. Teaching in its truest sense is living; what we say and how we live must remain as one. In this way we hope to fulfill our own human potential and to bring out the full potential and creative possibilities of those with whom we come into contact.

Camp and Other Child-Related Activities

*Deane Shapiro, Jr.

Assistant Instructor, WSI Program, Stanford University; March--June, 1973

Director, American Red Cross Swimming and Life Saving Program,
Penang, Malaysia; Dec., 1970--April, 1971

Director, Red Cross Swimming and Life Saving, Upward Bound Summer
Program, Occidental College, Los Angeles; Summer, 1969

Assistant Instructor, WSI Program, Stanford University; March--June, 1968

Assistant Waterfront Director, Camp Chipinaw, Monticello, New York
Summer, 1967

Counselor, Camp Nebagamon; Swimming Instructor; Summer, 1966

WSI received; Stanford University; Spring, 1966

Camp Counselor; Camp Nebagamon; Instructor of tennis, canoeing, swimming;
Summer, 1964

Assistant Camp Counselor; Camp Nebagamon, Nebagamon, Wisconsin; Summer, 1964

REFERENCES: Steve Holeman, Director, Upward Bound, c/o Occidental
College, Los Angeles
Jim Smith, former head coach, Stanford University
Swim Team; and Head Instructor, WSI course
Bernard Stein, Director, Camp Nebagamon, Nebagamon,
Wisconsin
Paul Hecht, Director, Camp Chipinaw, Monticello, New
York

*Johanna Shapiro

WSI received; Stanford University; June, 1973

Teacher and Group Leader, Cubberley High School, Palo Alto, Calif.,
Spring, 1972

Consultant, Ladera Elementary School, Nov--Dec., 1972

Teacher, Lothlorien High School, Palo Alto, Fall, 1971

Director, Nursery School, Palo Alto Unitarian Church; Aug., 1971--Mar., 1972

Life saving (senior), received January, 1971

Counselor, teacher, Upward Bound, Summer, 1969

Tutor, Fair Oaks Elementary School, 1968-1969

REFERENCES: Loren Billings, c/o Ladera Elementary School; Menlo Park,
Calif.
Steve Holeman, c/o Upward Bound (see address above)
Rev. Ron Hargis, c/o Palo Alto Unitarian Church, Palo Alto,
Calif.
Dave Murphy, c/o Cubberley High School, Palo Alto, Calif.