

July 9, 1975

Dr. Meredith Sprunger  
4109 Plaza Drive  
Fort Wayne, Indiana 46806

Dear Meredith;

I have had a few thoughts related to the granting of social recognition to students of the proposed Brotherhood School, and I would like to communicate them to you.

I feel that a major concern should be the relationship between any granted recognition and political power within the movement. Does the granting of special recognition by an organization necessarily alter the status of the individual to one of increased access to political power within that organization? Or is it wise for an organization to require of it's members the attainment of specific levels of achievement in order to gain access to political power?

In this context I would define political power in two different ways; the first being power to alter the structure of the system and the second being power to serve within the system in harmony with the objectives and means set forth by the structural organization. It is in the second of these two where I see an inevitable interface between social recognition and political power.

I see several different types of recognition which could be granted. The first is reinforcement for work accomplished, given in the hopes that it will stimulate further efforts. The second is a type of license, which entitles the bearer to perform specific tasks with official sanction. The third type of recognition is a reward, a specific document, medal, etc., symbolic of the attainment of some goal. And finally, I see a special category for the recognition of special service within the system, a genuine expression of gratitude or appreciation on the part of the social body bestowed upon one of it's members.

I think that a unique challenge exists in setting up a reward system which does not easily allow the rewards to become sought for their own sake, such as if the rewards were overtly associated with the granting of political power and privileges..

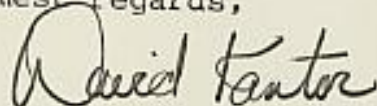
My concern here with this political power issue is that we are sure to safeguard the access route to official influence in the movement, particularly in these early years.

It would also seem to me that virtually any reward or recognition would repurcuss to some degree as reinforcement within the individual, and we should have a clear perception of exactly what it is that we are reinforcing lest we inadvertently get the movement developing in some strange tangent.

What specific behavior do we want to encourage in the students? Intellectual and spiritual attainment? (Please see my general letter which you should be receiving shortly)

Perhaps many of these things have already passed thru your mind or they may even be irrelevant to the direction in which your thoughts on the subject are progressing, but I thank you for the opportunity to express them to you, and to let you know that I am greatly looking forward to meeting you in Chicago, and to participating in this adventure with you.

Warmest regards,

A handwritten signature in cursive script that reads "David Kantor". The signature is written in dark ink and is positioned above the typed name and title.

David Kantor  
Committee on Methods of Instruction