

March 8, 1974

Gail Tesch,
Education Librarian,
Campus, S.F.U.

Dear Gail,

Attached is a "Bibliography" from Dr. Roland F. Gray who will be offering our course:

EDUC. 461-4 Trends and Developments in Educational Practice
in the Summer of 1974 (May - June Intersession)

Dr. Gray has asked that the Bibliography be checked so that he can be sure that all the books and pamphlets are indeed in the S.F.U. Library. Will you please do this or oversee the checking and inform Dr. Gray of the results of your check. His address is:

Dr. Roland F. Gray
Faculty of Education
University of British Columbia
Vancouver 8, B.C.

Please return the Bibliography to me after you have completed the checking.

Thank you for this courtesy.

Yours sincerely,

M. Sheila O'Connell, Director
Undergraduate Programs

/kg
Enc.

THE UNIVERSITY OF BRITISH COLUMBIA

VANCOUVER 8, CANADA

FACULTY OF EDUCATION

March 7, 1974

Dr. Sheila O'Connell
Director of the Graduate Program
Faculty of Education
Simon Fraser University
Burnaby 2, B. C.

Dear Sheila:

I am writing at last to response to your letter of January 30th. Please accept my apologies for being so late in doing this. I offer as an excuse the fact that I have been ~~off~~^{on} practicum throughout the whole month of February and have found it difficult to keep up with my correspondence.

I have at an earlier date sent in the employment papers that ~~was~~^{were} sent to me. I have enclosed with this letter the general calendar description course information form all filled out with the requisite information. I have also enclosed a bibliography. I wonder if you would be able to have someone in your library check and indicate which copies are not available at Simon Fraser and then let me know. I could consider then whether or not some of the books we could do without or whether they should be ordered in time for the course. I do note plan to require a text in the course.

I trust this will be enough information for you to get started with. If there is anything else that I need to submit in a hurry, please advise. Thank you.

Very truly yours,



Roland F. Gray

RFG/k1

O - those not in library (are now on order)

Education 461

B I B L I O G R A P H Y

PART I - Books

- Averch, H.A., et al., How Effective is Schooling?: A Critical Review and Synthesis of Research Findings. Santa Monica, California, Rand Corp., 1972.
- Burton, Wm., The Guidance of Learning Activities, New York, Appleton-Century-Crofts, 1962, AND 1964
- ✓ B.C.T.F., Involvement, B.C.T.F. Commission on Education, Vancouver, B.C.T.F., 1968.
- ✓ Chamberlain, Team Teaching, Columbus, Ohio, C.E. Merrill, 1969.
- ✓ Coleman, J.S. et al. Equality of Educational Opportunity, Washington, D.C., U.S. Government Printing Office, 1966.
- ✓ Cremin, L., The Transformation of the School, New York, Random House, 1961.
- ✓ Fraser, D., Deciding What to Teach (N.E.A. Project on Instructional Program) Washington, D.C., (the Assoc.) 1963.
- ✓ Cagné, R.M., The Conditions of Learning, New York, Holt Rinehart & Winston, 1965.
- ✓ Ginsberg & Opper, Piaget's Theory of Intellectual Development, Englewood Cliffs, New Jersey, Prentice-Hall, 1969.
- ✓ Glasser, Wm., Schools Without Failure, New York, Harper and Row. 1969
- ✓ Glasser, Wm., Reality Therapy, Harper & Row, New York, 1965.
- Goodlad, J., Behind the Classroom Door, C.A. Jones, Division of Wadsworth Publishing Co., Worthington, Ohio, 1970.
- ✓ Hall, E.M., & Dennis, L.A., Living and Learning, Toronto, Ontario Department of Education, 1968.
- ✓ Hillson and Bongo, Continuous Progress Education, Palo Alto, California, S.R.A., 1972.
- ✓ Holt, John, How Children Fail, New York, Dell (Delta), 1964.
- ✓ Hunt, J. M., Intelligence and Experience, New York, Ronald Press, 1961.
- ✓ Illich, I., Deschooling Society, New York, Harper & Row, 1971.
- ✓ Jackson, Life in Classrooms, Holt, 1968.
- ✓ Jencks, C., Inequality, New York; Basic Books, 1972.

✓ Weisgerber, R.A., Developmental Efforts in Individualized Learning, Itasca, Ill., Peacock, 1971.

✓ Worth, W., A Future of Choices, A Choice of Futures, Report of the Commission on Educational Planning, Queen's Printer, Province of Alberta, Edmonton, 1972.

B I B L I O G R A P H Y

PART II - Articles and Pamphlets

- ✓ Bereiter, C., "Schools without Education", Harvard Educational Review Vol. 42, August 1972.
- Commission on the Reorganization of Secondary Education, Cardinal Principles of Secondary Education, Washington, D. C., U.S. Office of Education, Bulletin #35, 1918.
- ✓ Department of Education, The Non-Graded Continuous Progress Plan, Regina, Department of Education, 1968.
- Department of Education, A Plan for the Reorganization of Instruction in Saskatchewan Schools, Regina, Department of Education, 1963.
- ✓ Educational Policies Commission, The Central Purpose of American Education, Washington, D.C., N.E.A., 1961.
- ✓ Educational Policies Commission, The Purpose of Education in American Democracy, Washington, D.C., N.E.A., 1938.
- ✓ Elkins, D. et al., Open Education: The Legacy of The Progressive Movement, Washington, D.C., The National Association for the Education of Young Children, 1970.
- ✓ Featherstone, J., "Report Analysis: Children and Their Primary Schools," Harvard Educational Review, 38, 2, Spring 1968.
- ✓ Featherstone, J., "The British and Us," The New Republic, September 11, September 25, 1971.
- ✓ Featherstone J., "The Primary School Revolution," The New Republic, August 10, September 2, September 9, 1967.
- Hanna, P., "Opportunities for the Use of Arithmetic in an Activity Program," The Teaching of Arithmetic, 10th Yearbook, N.C.T.M., New York, Bureau of Publications, T.C., Columbia University, 1935.
- ✓ Hodgson, G., "Do Schools Make a Difference?" Atlantic, 231: 35-46, March 1973.
- ✓ National Commission on T.E.P.S., The Teacher and His Staff, Washington, D.C., N.E.A., 1968.
- ✓ Torrance, E.P., What Research Says to the Teacher, Creativity, Washington, D.C., N.E.A., (1963.)

AUDIO-VISUAL MATERIALS

16 MM FILMS (films may be rented for specific days
through SFU- Audio Visual Dept.)

- | | | |
|--|---------|-----------|
| <input type="radio"/> Summerhill | 28 min. | Educ. A-V |
| <input checked="" type="radio"/> A Multitude of Ones | 21 min. | BCTF |
| <input type="radio"/> The Happy Adventure | 26 min. | IMC |
| <input type="radio"/> Learning By Doing | 40 min. | Milburn |
| <input type="radio"/> Child of the Future | 58 min. | Alberta |
| <input checked="" type="radio"/> Knowing to Learn | 71 min. | IMC |
| <input type="radio"/> Primary Education in England | 17 min. | BCTF |
| <input type="radio"/> Reality of Success | 28 min. | |
| <input type="radio"/> Schools Without Failure | | |
|
 | | |
| <input type="radio"/> FILM STRIP - Audio Tape Packet
of Six on Individualizing
Instruction | | BCTF |

Most of the value of the course will come from the student's own experiences and actions of this we feel that the students have an ultimate responsibility to participate actively in the discussion groups. These meetings will serve three functions. First, they will serve as a forum for the discussions of the guest lectures. Second, they will provide an opportunity to discuss issues of educational importance that go beyond the material covered in the lectures. Third, they will enable us to discuss the assignments.

Each week, three or four people in each discussion group will take responsibility of preparing a symposium presentation on the previous week's lectures. Thus, the first week's lectures will be discussed during the second week, the second week's lectures will be discussed in the third week discussion group meeting, and so forth. We will constitute the membership of each week's panel during the first meeting of the course. It will be up to the members of each group to organize and structure their presentation. The only injunction we have is that the presentations must be thoughtful and critical, and must be designed to generate discussion. We will be available to discuss the symposium presentations.

Trends and Developments in Educational Research
- Closing in on Open Education

Instructors: Roger Gehibach
Ron Marx

This course is a special topics presentation focusing on open education. The course is offered in conjunction with a series of 18 lectures presented by six internationally known scholars. All students will attend these lectures in addition to a three hour discussion group held once a week.

Assignments: There will be three major student assignments. The first two assignments will be papers in which students will be required to articulate their views on the organization of schooling in relation to the development of the child and the achievement of educational objectives. Third, in groups of three, students will present symposia which review and critique the lecture presentations.

There are no formal reading requirements. However, texts of the lectures will be available and all students will be expected to be familiar with them. Also, a reading list has been prepared and students will be expected to have done the requisite reading to substantiate and defend the positions they take on the various assignments. Additional readings will be suggested by the instructors, lecturers, or fellow students.

Grading: Your course grade will be based on an equal weighting of the three assignments. Borderline cases will be judged on the basis of a final essay to be written by all students at the end of the course. These borderline judgements will be used only to decide if a grade should be higher. In no case will they be used to reduce a grade. All assignments should have your student number, but not your name, on them. We are doing this in an attempt to eliminate from marking bias due to our personal knowledge of students.

All written assignments must be typed. With the computer, dot matrix format and the large number of students, we cannot take the time to struggle through handwritten assignments.

Instructor availability: Roger Gehibach's office phone number is 291-3360. Ron Marx's number is 291-3661. Our offices are located next to each other in Building #1, Faculty of Education. You may feel free to contact us in our offices to discuss the course. Individual meetings can be arranged.

Case #1
Education 401
Gehlbach/Marr

In one way or another, behavioral control is the pivot around which the traditional/open classroom/school controversy moves

- Who's going to control when Johnny learns to read?
- Who's going to control whether Johnny learns to read?
- Who's going to control how Johnny learns to read?
- Who's going to control how fast Johnny learns to read?
- Who's going to control which minutes of which days Johnny will spend learning to read?

The hassle begins when we, as the Establishment, answer the first question with, "We are. Johnny's not." As of that point, we are committed to the organizing decisions which follow.

The attached extended quotations deal with the control of humans by other humans. They may cast some light on the problem. They may, on the other hand, cast gloomy fog.

Problem:

You are in a junior secondary school, thought of by your principal as being a "right ship." He's just handed you the following objective:

By the end of the first semester of school, children will appreciate Italian Renaissance Art.

The principal has been thru SRI's Administrative Leadership program and he knows that he needs an operational definition for "appreciated" and has supplied the following:

Prior to Christmas, 75% of the children will select cards with reproductions of Italian Renaissance paintings to present to a random selection of other Christmas cards.

Task:

Design the activities and control measures you would use to ensure the achievement of the objective by the children in your class. Then justify those measures as being in the best interests of children.

By Eric Krombe

During the eighteenth century, the ideas of freedom, democracy, and self-determination were proclaimed by progressive thinkers; and by the first half of the 1900's these ideas came to fruition in the field of education. The basic principle of such self-determination was the replacement of authority by freedom, to teach the child without the use of force by appealing to his curiosity and spontaneous needs, and thus to get him interested in the world around him. This attitude marked the beginning of progressive education and was an important step in human development.

..... In recent years, an increasing reaction against progressive education has set in. Today, many people believe the theory itself erroneous and that it should be thrown overboard. There is a strong movement afoot for more and more discipline, and even a campaign to permit physical punishment of pupils by public school teachers.....

Is the idea of education without force wrong? Even if the idea itself is not wrong, how can we explain its relative failure?

I believe the idea of freedom for children was not wrong, but the idea of freedom has almost always been perverted. To discuss this matter clearly we must first understand the nature of freedom; and to do this we must differentiate between overt authority and anonymous authority.

Overt authority is exercised directly and explicitly. The person in authority frankly tells the one who is subject to him, "You must do this. If you do not, certain sanctions will be applied against you." Anonymous authority tends to hide that force is being used. Anonymous authority pretends that there is no authority, that all is done with the consent of the individual. While the teacher of the past said to Johnny, "You must do this. If you don't, I'll punish you"; today's teacher says, "I'm sure you'll like to do this." Here, the sanction for disobedience is not corporal punishment, but the suffering face of the parent, or what is worse, conveying the feeling of not being "adjusted," or not acting as the crowd acts. Overt authority used physical force; anonymous authority employs psychic manipulation....

Our system needs men who feel free and independent but who are nevertheless willing to do what is expected of them, men who will fit into the social machine without friction, who can be guided without force, who can be led without leaders... It is not that authority has disappeared, nor even that it has lost in strength, but that it has been transformed from the overt authority of force to the anonymous authority of persuasion and suggestion.

The same artifices are employed in progressive education. The child is forced to swallow the pill, but the pill is given a sugar coating. Parents and teachers have confused true nonauthoritarian education with education by means of persuasion and hidden coercion. Progressive education is thus debased. It has failed to become what it was intended to be and has never developed as it was meant to.

From BEYOND FREEDOM AND DIGNITY

By B.F. Skinner

A scientific analysis of behavior dispossesses autonomous man and turns the control he has been said to exert over to the environment. The individual may then seem particularly vulnerable. He is, henceforth, to be controlled by the world around him, and in large part by other men. Is he not then simply a victim? Certainly men have been victims, as they have been victimizers, but the word is too strong. It implies despoliation, which is by no means an essential consequence of interpersonal control. But even under benevolent control is the individual not at best a spectator who may watch what happens but is helpless to do anything about it? Is he not "at a dead end in his long struggle to control his own destiny?"

It is only autonomous man who has reached a dead end. Man himself may be controlled by his environment, but it is an environment of his own making. The physical environment of most people is largely man-made. The surfaces a person walks on, the walls which shelter him, the clothing he wears, many of the foods he eats, the tools he uses, the vehicles he moves about in, most of the things he listens to and looks at are human products. The social environment is obviously man-made -- it generates the language a person speaks, the customs he follows, and the behavior he exhibits with respect to the ethical, religious, governmental, economic, educational, and psychotherapeutic institutions which control him.

The evolution of a culture is in fact a kind of gigantic exercise in self-control. As the individual controls himself by manipulating the world in which he lives, so the human species has constructed an environment in which its members behave in a highly effective way. Mistakes have been made, and we have no assurance that the environment man has constructed will continue to provide gains which outstrip the losses, but man as we know him, for better or for worse, is what man has made of man.

This will not satisfy those who cry "Victim!" C.S. Lewis protested: "... the power of man to make himself what he pleases...means...the power of some men to make other men what they please." This is inevitable in the nature of cultural evolution. The controlling self must be distinguished from the controlled self, even when they are both inside the same skin, and when control is exercised through the design of an external environment, the selves are, with minor exceptions, distinct. The person who unintentionally or intentionally introduces a new cultural practice is only one among possibly billions who will be affected by it. If this does not seem like an act of self-control, it is only because we have misunderstood the nature of self-control in the individual.

From THE EMILE

By Jean-Jacques Rousseau

Young teacher, I am setting before you a difficult task, the art of controlling without precepts, and doing everything without doing anything at all. This art is, I confess, beyond your years, it is not calculated to display your talents nor to make your value known to your scholar's parents; but it is the only road to success. You will never succeed in making wise men if you do not first make little imps of mischief...

When education is most carefully attended to, the teacher issues his orders and thinks himself master, but it is the child who is really master. He uses the tasks you set him to obtain what he wants from you, and he can always make you pay for an hour's industry by a week's complaisance. You must always be making bargains with him. These bargains, suggested in your fashion, but carried out in his, always follow the direction of his own species, especially when you are foolish enough to make the condition some advantage he is almost sure to obtain, whether he fulfills his part of the bargain or not...And that is as it should be, for all the sagacity which the child would have devoted to self-preservation, had he been left to himself, is now devoted to the rescue of his native freedom from the chains of his tyrant; while the latter, who has no such pressing need to understand the child, sometimes finds that it pays him better to leave him in idleness or vanity.

Take the opposite course with your pupil; let him always think he is master while you are really master. There is no subjection so complete as that which preserves the forms of freedom; it is thus that the will itself is taken captive. Is not this poor child, without knowledge, strength, or wisdom, entirely at your mercy? Are you not master of his whole environment so far as it affects him? Cannot you make of him what you please? His work and play, his pleasure and pain, are they not, unknown to him, under your control? No doubt he ought only to do what he wants, but he ought to want to do nothing but what you want him to do. He should never make a step you have not foreseen, nor utter a word you could not foretell.

* Rousseau, Jean-Jacques. Emile. Translated by Barbara Foxley (London; J.M. Dent & Sons, 1974), pp. 84-85.