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Integral Energy Psychology

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SCHOOLING VERSUS LEARNING©

and Related Articles

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1990-1993

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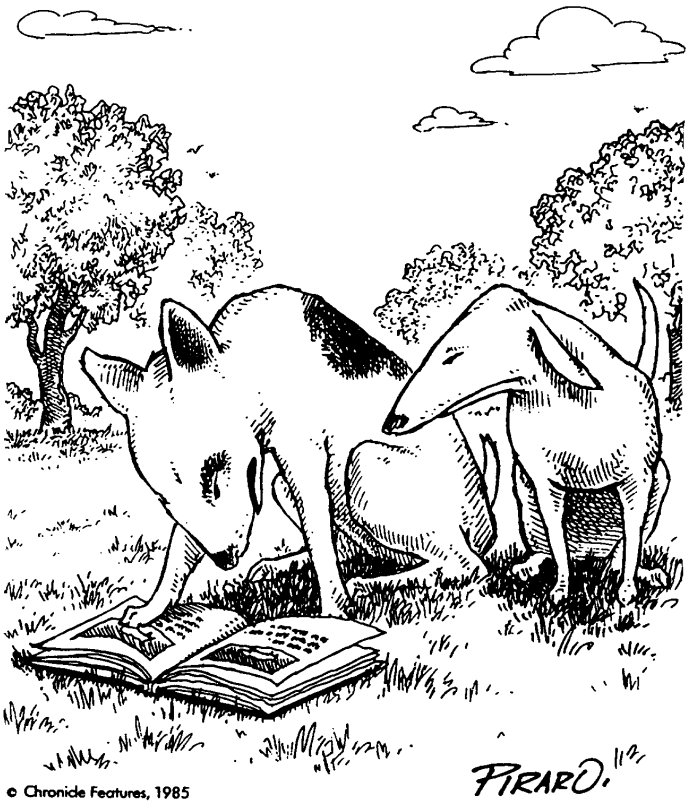

"'See Spot. See Spot run. See Spot run and play...' What iS this garbage?"

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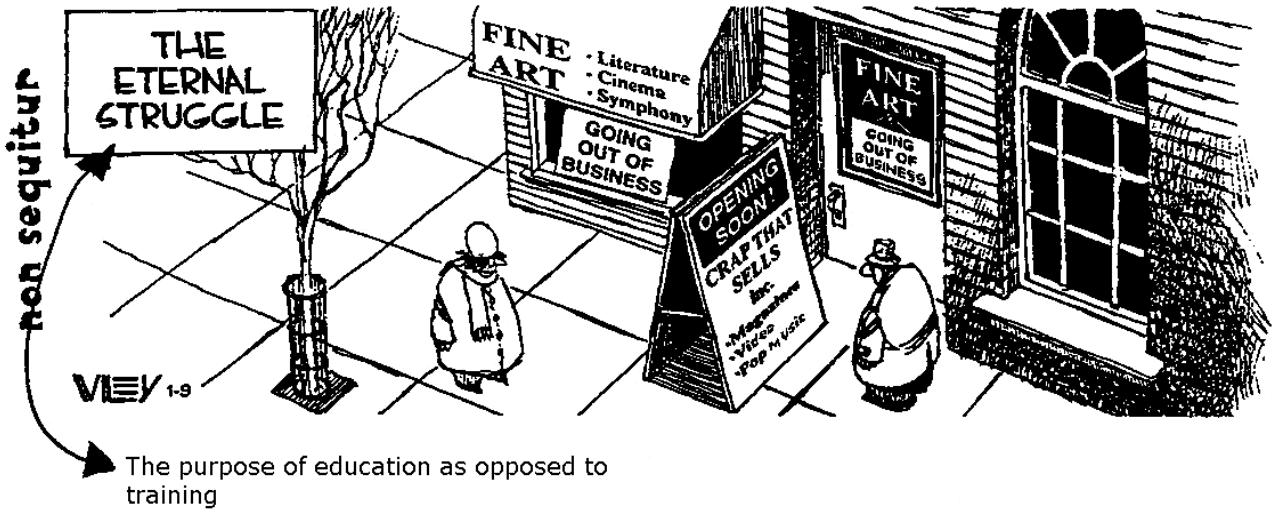


1. EDUCATION OR TRAINING

THE MAIN THING IS TO KEEP THE MAIN THING THE MAIN THING!!!!

The ambivalence of North American society towards all levels of the schooling system revolves around confusion over the differences between education and training. These are not in opposition and, indeed can facilitate each other, but they are different in goals and methodologies.

Education is an ever expanding life long process with very ambiguous criteria for success and excellence; an "Infinite Game". In contrast, training is a narrowing and specializing shorter term process with much more precise criteria for success and excellence; a "Finite Game". The confusion arises because training is "nested" within education as part of the overall plan for life.

Carse (1986) has described these two "Games" as follows:

"A finite game is played for the purpose of winning, an infinite game for the purpose of continuing the play (p.3) ... Indeed, the only purpose of the [infinite] game is to prevent it from coming to an end, to keep everyone in play ... Since each play of an infinite game eliminates boundaries, it opens to players a new horizon of time (p.8) ... the most critical distinction between finite and infinite play [is] *The rules of an infinite game must change in the course of the play* .... The rules of an infinite game are changed to prevent anyone from winning the game and to bring as many persons as possible into the play. If the rules of a finite game are the contractual terms by which the players can agree who has won, [is qualified to claim a title or degree] the rules of an infinite game are the contractual terms by which the players agree to continue playing. (p. 11) ... Finite players play within boundaries; infinite players play with boundaries (p. 12) ... To be prepared against surprise is to be trained. To be prepared for surprise is to be educated. Education discovers an increasing richness in the past, because it sees what is unfinished there. Training regards the past as finished and the future as to be finished. Education leads toward a continuing self-discovery; training leads towards a final self-definition. Training repeats a completed past in the future. Education continues an unfinished past into the future (p. 23) ... What one wins in a finite game is a title [certificate, degree, etc.] *A title is the acknowledgment of others that one has been the winner of a particular game*.(p. 24) ... It is the principle function of society [and the representative of society, schools] to validate titles and to assure their perpetual recognition (p. 25) (Carse, 1986, italics in original)

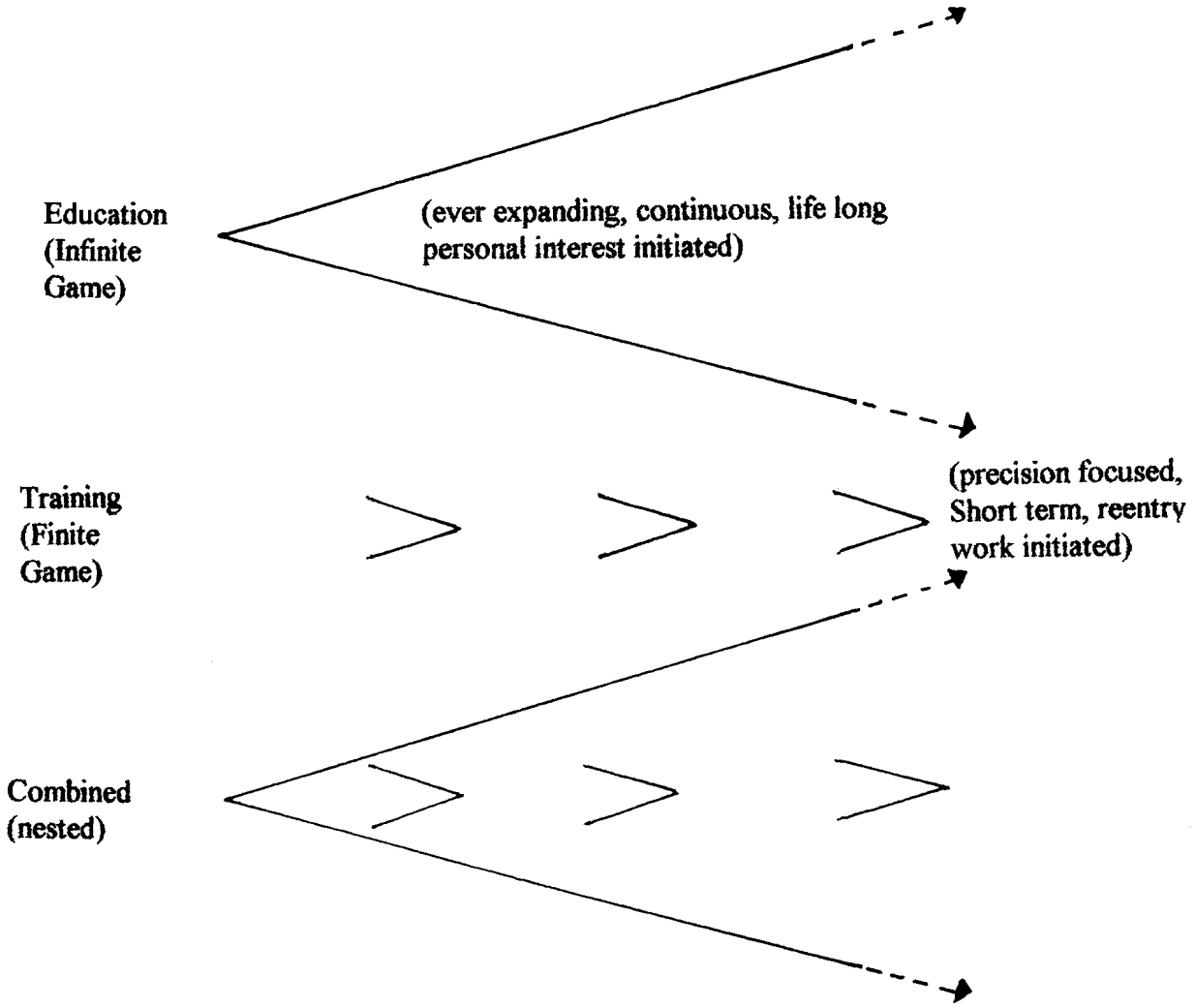
Education as an infinite game is almost synonymous with quality of life. This makes it much harder to determine and measure "success" since the criteria are vague and long term. Indeed, the success is "life long learning" or "continuing to play the game in an ever expanding manner." Training success can be behaviourally defined and reflect shorter term goals.

As an example of how Education and Training are related (nested) consider music Education/Training. Music Education includes Music Training: in order to appreciate the complexities and beauty of music performance you must also be trained in mastering an instrument which has specific criteria of excellence in the rudiments. The problem is that, because Music Training is easier to structure and evaluate, it is used as a model for Music Education and the education suffers for this. Music appreciation classes are notoriously poor and can result in turning people away from the very goal they wish to attain. This is primarily due to the demand that there be a precise educational accounting entry (see part 4 of this paper) which destroys real learning. How can you produce a precise and valid measure for Music Appreciation which will generate a

computer "process-able" number? Only by the "objective testing" process which generates a number of some type. This may appear precise and valid but is mainly an illusion.

I maintain that the whole "Educational Accounting" process (discussed in part 4 of this paper) is not only irrelevant to, but quite destructive of, true education and life long learning. It is valid for training aspects as long as the measurement is criterion referenced, reflecting real competence and skill and not just going through the motions.

I am trying to picture the distinction between Education and Training and to date have come up with the following:



There was great support for schools when the attainment of a diploma or degree had some guarantee of a better job. However, as more people attained higher levels of schooling the need for higher and higher degrees for the promised economic payoff became common. The value of lower level attainments thus became devalued and finally the questioning of the economic purpose of all forms of schooling.

Right now, many people are confused over the importance of school since the connection between schooling level and jobs is anything but clear. The usual argument for supporting schooling institutions in terms of economic benefit is being questioned. Now, a given level of school

attainment will only open certain doors (if you're lucky) but by no means guarantee employment. Thus, general or liberal education (self-development) is not seen as worth supporting by society and there is increasing clamor for training. True education in hard times is viewed as a luxury and what people and politicians really want is more training.

This is a dangerous belief since we are confronted by an unprecedented future and, except *possibly* for the short run, do not know what specific training should be done. Some recognition of this is indicated by some employers calling for people who have a broad background of knowledge ("liberal arts education") who are also independent self-determined individuals capable of creative problem solving. Thus, they are asking for educated employees and saying that the occupational training can be supplied by the firm.

Unfortunately the cognitive and emotional preparation of the typical student just out of high school makes all but a very few unable to benefit from education. At most, they are fit for some type of training. What society has done is offer a "gift" to our children, a gift in the same sense that beggars mutilate their children so that they may lead more successful lives in their career. "...in order to achieve success, every child of Civilization must have at least one...deformity, one Gift from the culture." (Leonard, 1972, 1981, p. 69) Leonard goes on to describe what he calls "NDDs"- "neurosis/disease/discontents"; the "Gifts" of our society. Fromm (1968) calls them "Socially Patterned Defects".

Remember:

LEARNING IS INVOLVED IN BOTH TRAINING AND EDUCATION.
SCHOOLING IS A BOGUS VERSION OF BOTH!

Think of it in terms of the following two by two table:

GOAL/AIM/CONTENT The "Curriculum"	INSTRUCTIONAL METHOD /TECHNIQUE/APPROACH	
	LEARNING = Good	SCHOOLING = Bad
EDUCATION = Broad Focus	Perspective, Wisdom	Arrogant Ignorance
TRAINING = Narrow Focus	Skillfulness, Talent	Certificated Incompetence

B.
C.

The flavour of this orientation is poignantly captured in this poem by Nixon Waterman (Presnell, 1959, p. 124):

Making A Man

Hurry the baby as fast as you can,
Hurry him, worry him, make him a man.
Off with his baby clothes, get him in pants,
Feed him on brain foods and make him advance.

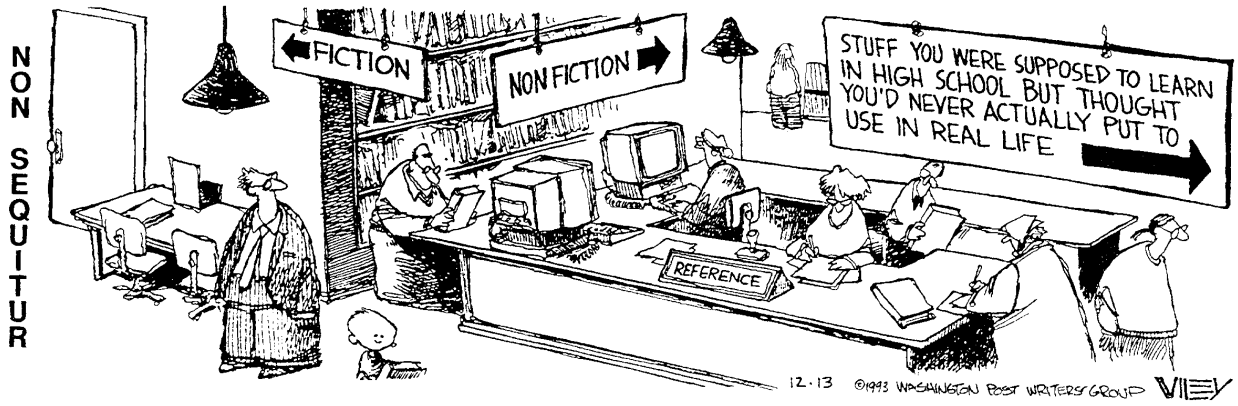
Hustle him, soon as he's able to walk,
Into grammar school, cram him with talk.
Fill his poor head full of figures and facts,
Keep on a-jamming them in till it cracks.

Once boys grew up at a rational rate;
Now we develop a man while you wait.
Rush him through college; compel him to grab,
Of every known subject, a dip and a dab.

Get him in business, and after the cash,
All by the time he can grow a mustache;
Let him forget he was ever a boy,
Make gold his god and its jingle his joy.
Keep him a-hustling and clear out his breath
Until he wins- nervous prostration and death.

This is very similar to the modern materialist's slogan:

"THE ONE WHO DIES WITH THE MOST TOYS, WINS."



2. EDUCATING FOR LIVING IN THE FUTURE

Thus, one very important idea to grasp and act upon is the fact that the future will be unprecedented; what worked in the past will probably not work in the future. In fact, the mentality "If it was good enough for me, it's good enough for my kids. Back to the good 'ol days. Back to basics" will lead to our self-destruction. The "Paradigm Shift" described later gives you some idea of what direction education needs to move as well as describing where we are coming from ("old assumptions"). In general we are rapidly moving to The Information Age but too many have the mental set appropriate for The Industrial Age.

Naisbitt, in his very popular book Megatrends (1982), indentified several trends of change now happening (or which he hopes will happen). For instance the movement from:

Industrial to Information Society where the majority of the work force is shifting to information and knowledge-based occupations.

National to World Economy where multi-national corporations, rapid transportation of people and goods, instant world wide information sharing and economic interdependence are the realities.

Representative to Participatory Democracy with the increasing pressure for "bottom-up" grass roots involvement of people in decisions that affect their lives, a shift of power and decision making to local levels.

Centralization to Decentralization where local and regional concerns are emphasized in government and work.

Hierarchies to Networks where there is a shift from the pyramid organizational structure to a horizontal, matrix or web structure which is much more easily changed to meet changing task demands.

Institutional to Self Help Orientation where individuals take responsibility for their state of being rather than relying on others to do it to/for them.

Either/Or to Multiple Options Thinking is characterized by the multiple option explosion of over choice in regard to every aspect of our lives. This means that decision making, values clarification, goal setting and so on are vital survival skills.

Forced Technology to High-Tech/High-Touch Technology where the human response to technology is emphasized and technology is to serve people.

Short to Long Term Planning and Goal Setting with the acceptance of short-term penalties in exchange for long-term benefits and the recognition of the need for a future- vs. present-focused viewpoint.

Edward Cornish, President of the World Future Society, says the world by 2000 will probably have the following characteristics (Cornish, 1977):

More globally unified and interconnected; More standardized in language, measurement, money, clothing styles, and commonly used items; More time spent at leisure and less at work; Less

integrated by family/kin with greater variety of relationship structures; Longer lived with more years of productive activity; More mobile; Less formally religious; and Better educated with emphasis on life long learning.

Charles Pinnell's article "Preparing for the future" (1984) adds the following developments that make the future unpredictable:

Technology Explosion: technological development follows an exponential growth curve with new discoveries feeding each other, especially in the areas of computers, communication and automation.

Knowledge/Information Explosion: the very rapid expansion of the amount of knowledge and its increasing availability world wide make the skills related to information the most vital for surviving and thriving.

Economic Uncertainty: some predict continued inflation, others predict de-flation with world wide collapse of the traditional economic institutions and others predict wild fluctuation. Pick your personal poison!

Multiple Careers: either simultaneously or serially, the demand is for flexibility and the general Creative And Productive Thinking And Problem Solving (CAPTAPS) skills.

Women in a Larger Variety of Roles: especially increases in the professions and growing two career families.

Environmental and Health Concerns: the increasing recognition by people that the planet earth is a limited, closed integrated system and we need to re-think our approach to make a sustainable society (some use the living organism as a model for understanding the planet, i.e., the Gaia Hypothesis in Peter Russell, 1983).

There are many books dealing with the coming changes and "More predictions have been made about the next 20 years [1980-2000] than any other period in history!" (Fisher and Commins, 1980). Because of the unprecedented and wildly unpredictable nature of your future, your best bet is to develop the attitudes and skills that will allow you to roll with the punches and, rather than be overwhelmed by change, to use change as the springboard for your further growth and development; you ride the wave of the future, rather than be swamped by it.

These attitudes and skills I call **CAPTAPS: Creative and Productive Thinking And Problem Solving** ©and are much needed to separate the glut of information from the essence of useful information (Roszak, 1986).

However, the schools (at all levels) are slow to respond and rely on teaching methodologies appropriate for the 1500's: LECTURES, ROTE MEMORY AND "FULL-FRONTAL" TEACHING TECHNIQUES. In his article "Schools in race with catastrophe", Kilian (1988) emphasizes the importance of "Global Education [as] a way to teach attitudes as well as knowledge, values as well as skills, about issues that affect the whole world. In the process it seeks to produce self-confident, self-starting young people who are capable of acting and caring as well as learning...

"[G]lobal education focuses on the world as a single interdependent system...It can begin as early as kindergarten by simple activities that build children's self-esteem and concern for fairness. Altruism and co-operation are directly linked to self-esteem...You won't care much about others if you don't care much about yourself...

"[G]lobal education can't rely on adult-dominated `full-frontal' teaching techniques. Instead, it requires active participation, interaction and co-operation. It's designed so that students can't succeed without co-operating. That makes it radically different from most competitive classrooms where the whole point is to identify winners by creating losers...The desired outcome is a well-educated person...[who] makes informed decisions, knows what questions to ask and...also knows that there are no final answers.

"Not everyone likes the idea of global education...[C]onservative teachers are used to dominating their classes. Global education requires them to respect student's rights, accept student criticism and negotiate rather than dictate...

"[S]tudents are going to be bombarded...by debate over world issues. Global education ensures that they learn to deal with those issues in a rational democratic and informed way...As H.G. Wells put it, we are in a race between education and catastrophe. Educators had better start running a lot faster." (Kilian, 1988) This hopeful development is too little and too late, unfortunately. The well schooled leaders of the world have created a largely insoluble problem. There is considerable evidence that many ecological problems are past the point of no return. This creates a very anxiety filled global situation which in turns creates the mass response of denial.

THE MAIN THING IS TO KEEP THE MAIN THING THE MAIN THING!!!!

3. THE HIDDEN CURRICULUM OF SCHOOLS AND SOCIETY: DON'T THINK, SHUT UP AND TAKE ORDERS

You may think the accusation of the title too harsh. However, I take this stance since schools in particular, have a sacred duty: to develop and enhance the intelligence, broadly defined, of their charges. The goal of teaching and parenting alike is to create healthy, creative, loving, intelligent people who love learning and life; a process of empowerment. Teachers and parents who do not produce this type of people have, to that degree, failed in their mission. This does not deny many other influences, mainly the destructive "peer pressures" of the teens. (see Miller, 1984; Pearce, 1985) Some argue that the accusation does not apply to all schools and teachers, that there are exceptions. My answer is "Thank God for that!" However, I estimate that at best these exceptions constitute 15%-20% of schools and teachers. It's probably closer to 5%-10%.

Consider this description of what goes on in a typical class in a typical school (80%-85%) (from Postman and Weingartner, 1969, pp. 20-21):

"...what students mostly do in class is guess what the teacher wants them to say. Constantly, they must try to supply `The Right Answer.' It does not seem to matter if the subject is English or history or science; mostly, students do the same thing. And since it is...recognized that the ostensible 'content' of such courses is rarely remembered beyond the last quiz ... it is safe to say that just about the *only* learning that occurs in classrooms is that which is communicated by the structure of the classroom itself. What are these learnings? ... Here are a few among many, none of which you will ever find officially listed among the aims of teachers:

"Passive acceptance is more desirable response to ideas than active criticism.

"Discovering knowledge is beyond the power of students and is, in any case, none of their business.

"Recall is the highest form of intellectual achievement, and the collection of unrelated `facts' is the goal of education.

"The voice of authority is to be trusted and valued more than independent judgment.

"One's own ideas and those of one's classmates are inconsequential.

"Feelings are irrelevant in education.

"There is always a single, unambiguous Right Answer to a question.

"English is not History and History is not Science and Science is not Art and Art is not Music, and Art and Music are minor subjects and English, History and Science are major subjects, and a subject is something you 'take' and, when you have taken it, you have ' had' it, and if you have 'had' it, you are immune and need not 'take' it again (The Vaccination Theory of Education?)."

Most people would agree that they are reasonably whole beings complete with body, mind and spirit. A true education system embedded in a healthy society/culture, will acknowledge this "self-evident truth" and act on it. This is called the *WHOLISTIC or HOLISTIC* (from the same root as the word "holy") approach to learning and life. The irony is that this approach is largely ignored in our society and in schooling institutions at all levels. This is a very unfortunate situation since the wholistic approach is the most effective and enjoyable approach to learning. Believe it or not, learning is fun. It certainly was before you started being "taught".

Before school you were ecstatic about your learning. (Leonard, 1968) Gradually, as you became more and more "schooled", your love of learning vanished until you end up with the poor version of your learning potential that you have today. It is sad that you have lost the love of the process of learning. However, even more troubling is the fact that many of the learning methods you have acquired while being "schooled" are counter-productive. They actually prevent you from learning efficiently, even when you want to. This is why John Holt said Schools are where you learn to be stupid!!

Holt begins his ground breaking book How Children Fail with these words: "Most children in school fail. For a great many, this failure is avowed and absolute...Many others fail in fact if not in name. They complete their schooling only because we have agreed to push them up through the grades and out of the schools, whether they know anything or not ... But there is a more important sense in which almost all children fail: Except for a handful, *who may or may not be good students*, they fail to develop more than a tiny part of the tremendous capacity for learning, understanding and creating with which they were born and of which they made full use during the first two or three years of their lives." (Holt, 1965, p. xiii, italics added)

Holt then summarizes what he sees as wrong with traditional and conventional schooling as follows: "When we talk about intelligence, we do not mean the ability to get a good score on a certain kind of test, or even the ability to do well in school; these are at best only indicators of something larger, deeper, and far more important. By intelligence we mean a style of life, a way of behaving in various situations, and particularly in new, strange, and perplexing situations. The true test of intelligence is not how much we know how to do, but how we behave when we don't know what to do...

"Nobody starts off stupid ... Babies and infants ... show a style of life, and a desire and ability to learn, that in an older person we might well call genius, Hardly an adult in a thousand, or even ten thousand, could in any three years of his life learn as much, grow as much in his understanding of the world around him, as every infant learns and grows in his first three years. But what happens, as we get older, to this extraordinary capacity for learning?

"What happens is that it is destroyed, and more than by any other one thing, by the process we misname education [which I therefore call "Schooling"] -- a process that goes on in most homes and schools. We adults destroy most of the intellectual and creative capacity of children by the things we do to them or make them do. We destroy this capacity above all by making them afraid, afraid of not doing what other people want, of not pleasing, of making mistakes, of failing, of being wrong. Thus we make them afraid to gamble, afraid to experiment, afraid to try the difficult and the unknown...

"We destroy the disinterested love of learning in children which is so strong when they are small, by encouraging and compelling them to work for petty and contemptible rewards -- gold stars, or papers marked 100 and tacked to the wall, or report cards, or honor rolls, or dean's lists, or Phi Beta Kappa keys -- in short, for the ignoble satisfaction of feeling that they are better than someone else...

"In many ways, we break down children's conviction that things make sense, or their hope that things may prove to make sense. We do it, first of all, by breaking up life into arbitrary and disconnected hunks of subject matter, which we then try to `integrate' by artificial and irrelevant devices ... Furthermore, we continually confront them with what is senseless, ambiguous, and contradictory; worse, we do it without knowing that we are doing it, so that, hearing nonsense shoved at them as if it were sense, they come to feel that the source of their confusion lies not in the material but in their own stupidity. Still further, we cut children off from their own common sense and the world of reality by requiring them to play with and shove around words and symbols that have little or no meaning to them...

"We encourage children to act stupidly, not only by scaring and confusing them, but by boring them, by filling up their days with dull, repetitive tasks that make little or no claim on their attention or demands on their intelligence ... We tell ourselves that the drudgery, this endless busywork, is good preparation for life, and we fear that without it children would be hard to `control'...Why not give tasks that are interesting and demanding? Because, in schools where every task must be completed and every answer must be right, if we gave children more demanding tasks they will be fearful and will instantly insist that we show them how to do the job ... By such means children are firmly established in the habit of using only a small part of their thinking capacity. They feel that school is a place where they must spend most of their time doing dull tasks in a dull way. Before long they are deeply settled in a rut of unintelligent behavior from which most of them could not escape even if they wanted to." (Holt, 1965, pp. 165-167)

Is it any wonder that so many of us have very mixed feelings about schools, teachers, education, and learning? We all suffer, to varying degrees, from "Pedogenic" (school caused) illnesses. One of my major aims, the "hidden curriculum" of my courses if you like, is the restoration of the lost love of learning. However, with so many years of "Compulsory Mis-Education" and "Half Brained Schooling" to deal with, the restoration of "Educational Health" is not instant. However, it is possible. It will require both attitudinal/emotional relearning as well as learning more specific skills to effectively use your **WHOLE-COMPLETE-ENTIRE MIND/BRAIN**.

The most important learning you do in life is improve your **CAPTAPS**: Creative And Productive Thinking And Problem Solving © skills. The specific information content of most courses is really of secondary importance since you will forget most of it in a short time. Typically, you will have a feeling of familiarity with the basic concepts, ideas or facts and when you run across them later something like the following will happen: "Oh yea! I've heard about that. Now, where was it?...Oh yes! We studied that in psych. Now, what did they say about it? ... "and so on. Thus your specific knowledge may not be great but you will have a kind of background pool of information that will help in understanding the world.

This is actually not such a big problem since in most disciplines, the "facts" and "explanations of facts" (theories) are constantly being revised and updated. The content of a typical introductory text in most sciences is about 5 years out of date when you get it. There is at least a year lag between the discovery/invention of a fact/theory and its publication in professional journals. The collection of these facts/theories into an introductory text will take at least another 4 years. Really innovative and challenging theories may take a whole lifetime to make it into an introductory text (you have to wait till the "old guard" dies!!).

So, the question becomes, what useful outcome can you expect from a course of study aside from the credits/grades, a background exposure to a body of knowledge and a few miscellaneous bits of information? You should increase your CAPTAPS© skills, using a particular course of study as a medium.

Once again, the words to this song by Harry Chapin capture the flavour of the situation:

FLOWERS ARE RED

The little boy went first day of school. He got some crayons and started to draw.
He put colors all over the paper for colors was what he saw.
And the teacher said ... What you doin' young man?
I'm paintin' flowers he said.
She said ... It's not the time for art young man and anyway flowers are green and red. There's a time for everything young man and a way it should be done. You've got to show concern for everyone else for you're not the only one.

And she said ... flowers are red young man, green leaves green. There's no need to see flowers any other way than the way they always have been seen.

But the little boy said ... There are so many colors in the rainbow, so many colors in the mornin' sun, so many colors in a flower and I see every one.

Well the teacher said ... You're sassy. There's ways that things should be and you'll paint flowers the way they are, so repeat after me...

And she said ... flowers are red young man, green leaves green. There's no need to see flowers any other way than the way they always have been seen.

But the little boy said ... There are so many colors in the rainbow, so many colors in the mornin' sun, so many colors in a flower and I see every one.

The teacher put him in a corner. She said ... It's for your own good and you won't come out 'til you get it right and all responding like you should.

Well finally he got lonely, frightened thoughts filled his head, and he went up to the teacher and this is what he said ... and he said
Flowers are red, green leaves are green. There's no need to see flowers any other way than the way they always have been seen.

Time went by like it always does and they moved to another town. And the little boy went to another school and this is what he found.

The teacher there was smilin'. She said ... Painting should be fun and there are so many colors in a flower so let's use every one.

But that little boy painted flowers in neat rows of green and red. And when the teacher asked him why this is what he said ... and he said

Flowers are red, green leaves are green. There's no need to see flowers any other way than the way they always have been seen.

Mr. Osborne, may I be excused?
My brain is full.

Ten forty-three. In exactly TWO MINUTES I'll ring the FIRST BELL and they'll all stand still!

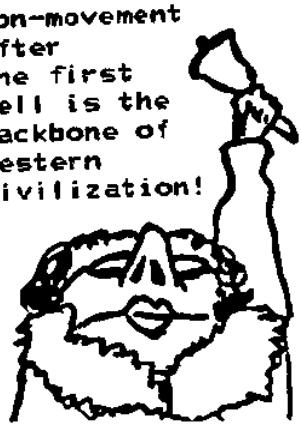
All, that is, except your potential DEVIATE! Your fledgling REBEL! Your incipient BOAT-ROCKER! THEY'LL try to move alright! THEY'LL have to learn the HARD way not to move!

So I'll SCREAM at 'em and take their NAMES and give them FIVE DENTIONS and EXTRA HOMEWORK! NEXT time they won't move after the first bell!

Because when they've learned not to question the FIRST BELL, they'll learn not to question their TEXTS! Their TEACHERS! Their COURSES! EXAMINATIONS!

They'll grow up to accept TAXES! HOUSING DEVELOPMENTS! INSURANCE! WAR! MEN ON THE MOON! LIQUOR LAWS! POLITICAL SPEECHES! PARKING METERS! TELEVISION! FUNERALS!

Non-movement after the first bell is the backbone of Western Civilization!



4. THE EDUCATIONAL ACCOUNTING SYSTEM DESTROYS REAL LEARNING

THE MAIN THING IS TO KEEP THE MAIN THING THE MAIN THING!!!!

One of the most deadly "pedogenic viruses" is what I refer to as the "*Educational Accounting Model of Learning*". Among the first things students do when they consider a formal educational activity (i.e., "taking" a course) is ask questions such as "How many credits is it?", "Is it transferable (receive credit elsewhere)?", "What do I have to do for a given grade (what kind of assignments are there etc.)?", "When and how often does class meet?", "What's the grading system?", "Is the teacher an `easy grader'?", "Does spelling/neatness/etc. count?", "How many pages/words do I have to write?", "What kind of exams/tests does the teacher give?", "Does attendance count?", etc.etc.etc.etc. ad nauseam.

If you look at these questions you will find that none address the question "What and how will I learn?" They mainly deal with educational accounting. You can substitute economic/banking concepts very easily in most instances: e.g., goods, services, labour, money, checks, credit, transfers, stocks, bonds etc. However all of the above questions, in order to have any meaning, must refer to some kind of learning outcome. Ironically they are basically irrelevant to real learning. Real learning does not require any of the "Educational Accounting Baggage" and indeed it is now preventing real learning. The artificial world view of "educational accounting" exists because it is what administrators at all levels feel is important; they can "count it", get numbers, put them into computers and perform various operations on the numbers, and so on. Students are viewed as IRUs (Instruction Reception Units) and teachers are IDUs (Instruction Delivery Units).

The sad thing is that you, if you are a typical student, have bought this whole metaphor and now are much more concerned with your "educational accounting sheet" than you are with whether or not you learn anything. You are probably happier if you learn something, but if it comes to a choice, you most likely choose the "accountant's entry" (grade, credit, etc.) over learning. As a matter of fact, elaborate and creative strategies have been devised to obtain maximum numbers with the minimum of learning. Many would feel they really got something if they received "three credits of A" without having to learn/do anything. Practically everyone has, at one time or other, cheated to "get points" on some educational activity. So students go through the motions of learning: "collect points" on exams or papers to "cash them in" for "credits" with some "letter grade" attached which contributes to the "GPA (Grade Point Average)" which shows on their "transcript" ("Educational Accounting Sheet") that they have "acquired" the course. They proceed to "collect these units" so that they can eventually "cash them in", once they have enough of them in their "Educational Savings Account", for some other product of "Educational Accounting" called a "certificate/diploma". Sex/ money/favors for grades, "diploma mills" and other such occurrences are poignant symptoms of this virus.

The intention of all of this is supposedly to certify that the student has learned something. It may or may not be true (depending on how many exams or papers were obtained from someone else using barter or direct purchase or theft--all deal with accounting). It does certify that the student has gotten through the system by playing the game (even if it is self-defeating in the long run).

Because of this misplaced emphasis on the "Accounting" aspect you probably find that you have not been educated as you were led to believe. Indeed, you may be "*Mis-Educated*".

Here is an all too typical implicit or hidden contract that really underlies much of schooling at whatever level (Battino, 1986):

Student: *By my enrolling in this course I give up all responsibility for whether I learn or not. You, the teacher, are responsible for what I learn and how well I learn it. Do you agree?*
Teacher: *Yes, I do.*
Student: *Further, I give up all responsibility for my own motivation in this course. That is entirely in your hands. It is up to you to make this course interesting enough for me to want to learn. If you don't excite me to think, if you don't turn me on, then I won't either. In fact, I would rather that you didn't get me too aroused--I want my weekends free. Okay?*
Teacher:` *Sure, that's okay with me. What else?*
Student: *Homework. Don't give me too much and don't expect me to do it on my own. If you don't require it, I won't do it. Also, since I find it hard to do problems without answers, please assign only those problems to which there are answers in the book.*
Teacher: *Go on.*
Student: *No tricky questions on exams! Give me a clear idea as to what will be on the exams. No surprises, please! I have to know what to study. And, while I'm on the subject of questions, please don't ask me any questions during class--rhetorical questions are okay, but no direct ones.*
Teacher: *Sounds fine to me*.
Student: *When you give back exams lay off all the sermonizing. All I'm interested in is my grade. Don't go over the exam or say how easy the questions were. This only embarrasses me. And once we've had an exam on a given topic, don't ask questions on that topic on later exams. Once is enough. Okay? Hm?*
Teacher: *Sure, I guess so.*
Student: *Take it easy on the jokes--I don't want to be forced to be polite and laugh. And please, stay away from the corn. Just stick to what's required. You have no idea how agonizing it is to listen to reminiscences. You may live in the past, but I am here and now. Movies are okay to break up the monotony, but don't expect me to take them seriously or learn anything from them. Stick to the text.*
Teacher: *Right. Right. Have you finished?*
Student: *No. We still have to cover cheating and grades. You should be honest and strict, but not too honest or too strict. Sometimes a guy just has to cheat a little. You don't know what it is like to study for five finals at one time. For heaven's sake take it easy when you grade. It's only a grade to you, it's my whole future to me. When in doubt always give the higher grade. It can't hurt.*
Teacher: *Fine. are you finished?*
Student: *Yes.*
Teacher: *Good. It's my turn now. Don't expect me to give too many exciting lectures, if any at all. I've been teaching this subject for fifteen years and it's getting to be a chore. A lot of what I talk about is old, but it gets harder and harder to keep up. Don't worry, though. It's still true.*
Student: *Sure, sure.*
Teacher: *I always welcome questions--in class or in my office after class. At the same time I don't expect you to really ask many questions. And, in particularly, lay off the smart-ass sharp questions. Nobody needs them. Just sit back and take notes. Paper is cheap.*
Student: *Okay.*
Teacher: *I just hate giving and grading exams. The only good thing about them is that I don't have to prepare a lecture at exam times. Just take the exams peacefully and don't complain. And no "cute" answers, please. You don't know how sickening they are! If I take forever*

to grade them, don't complain. I hate to argue over grading. I'm fair. I have your best interests at heart. I'm always doing the best for you. Right?

Student: *Right.*

Teacher: *When we've covered it I won't bother you about it at the next exam. Remember, only the things I talk about in class are worth learning. Don't read ahead and don't read outside material. I encourage this but I don't expect it--it's too much of a bother. Just stick to what I tell you*

Student: *No sweat.*

Teacher: *Don't complain about your final grade. It's final. I sweat and agonize over those grades. I only want to be fair. Okay?*

Student: *No sweat.* (Battino, 1986, p. 34)

Most of the statements in this interchange are negative; a mutual agreement for maintaining the status quo. No excitement in learning, no personal involvement in the subject, no individual responsibility.

To get a handle on the extent of your own personal "Mis-education" reflect on how many of the following traits and attitudes apply to you?

1. Do you dislike reading or writing or thinking?
2. Are you afraid of math?
3. Have you lost your self-start initiative and enthusiasm for learning?
4. Do you lack skills in using books, journals, libraries to obtain information?
5. Are you afraid to give your own ideas for fear of making a MISTAKE!!?
6. Do you lack skills in planning a project or setting goals for yourself and carry them out?
7. Are you an "independent autonomous learner"?
8 Do you often say to yourself that you are dumb or no good at "X" or are going to flunk a test?

There are many of these "put downs and hang ups". This is a terrible waste of human potential and it took 12 years to get there.

To evaluate your past and future schooling try out this interchange between you and an employer in a job interview: (see Appendices N, O and P for the things that employers <u>say</u> they are looking for in their employees).

Employer: Good to meet you. What skills can you offer our business?

You: I can get "A's" in courses on my transcript.

Employer: Very good. How did you get these "A's"?

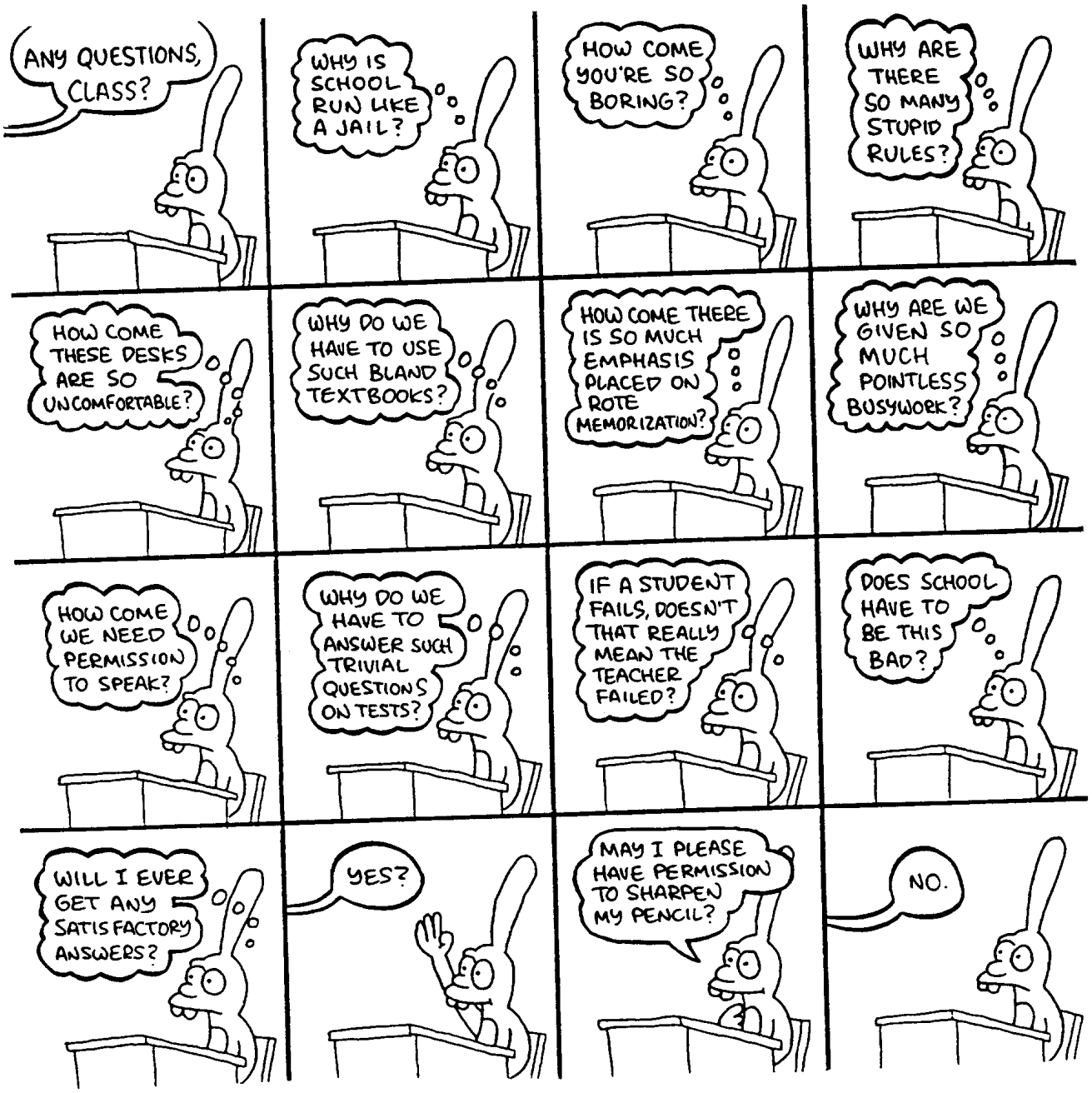
You: I memorized stuff and gave it back on tests and papers.

Employer: We don't have any jobs that require that skill. What else can you offer our business?

You: ??

School, if it is successful (which it frequently isn't), AT BEST only prepares you for more school (to obtain a degree in **M.O.T.S**. © = "More of the Same").

THE MAIN THING IS TO KEEP THE MAIN THING THE MAIN THING!!!!


ANY QUESTIONS, CLASS?
WHY IS SCHOOL RUN LIKE A JAIL?
HOW COME YOU'RE SO BORING?
WHY ARE THERE SO MANY STUPID RULES?
HOW COME THESE DESKS ARE SO UNCOMFORTABLE?
WHY DO WE HAVE TO USE SUCH BLAND TEXTBOOKS?
HOW COME THERE IS SO MUCH EMPHASIS PLACED ON ROTE MEMORIZATION?
WHY ARE WE GIVEN SO MUCH POINTLESS BUSYWORK?
HOW COME WE NEED PERMISSION TO SPEAK?
WHY DO WE HAVE TO ANSWER SUCH TRIVIAL QUESTIONS ON TESTS?
IF A STUDENT FAILS, DOESN'T THAT REALLY MEAN THE TEACHER FAILED?
DOES SCHOOL HAVE TO BE THIS BAD?
WILL I EVER GET ANY SATISFACTORY ANSWERS?
YES?
MAY I PLEASE HAVE PERMISSION TO SHARPEN MY PENCIL?
NO.

5. WHY I AM DOING THINGS THE WAY I DO: SOME PERSONAL BACKGROUND

THE MAIN THING IS TO KEEP THE MAIN THING THE MAIN THING!!!!

Thus, the very common "Vaccination Theory of Education" along with the recording of it in the "Educational Accounting System" is **MIS-EDUCATION** and results in **PEDOGENIC ILLNESS**. Cynics have provided the following definitions: Health = having the same diseases as your neighbors; Sanity = having the same social/emotional problems as your neighbors; Intelligence = having the same stupidities as your neighbors. While unflattering, I feel that these definitions contain a lot of truth. In fact Erich Fromm (1968) called them the "Socially Patterned Defects". One good result of all this is that what you need to do to pull ahead of the pack is well defined. However, what you need to do is not "more of the same".

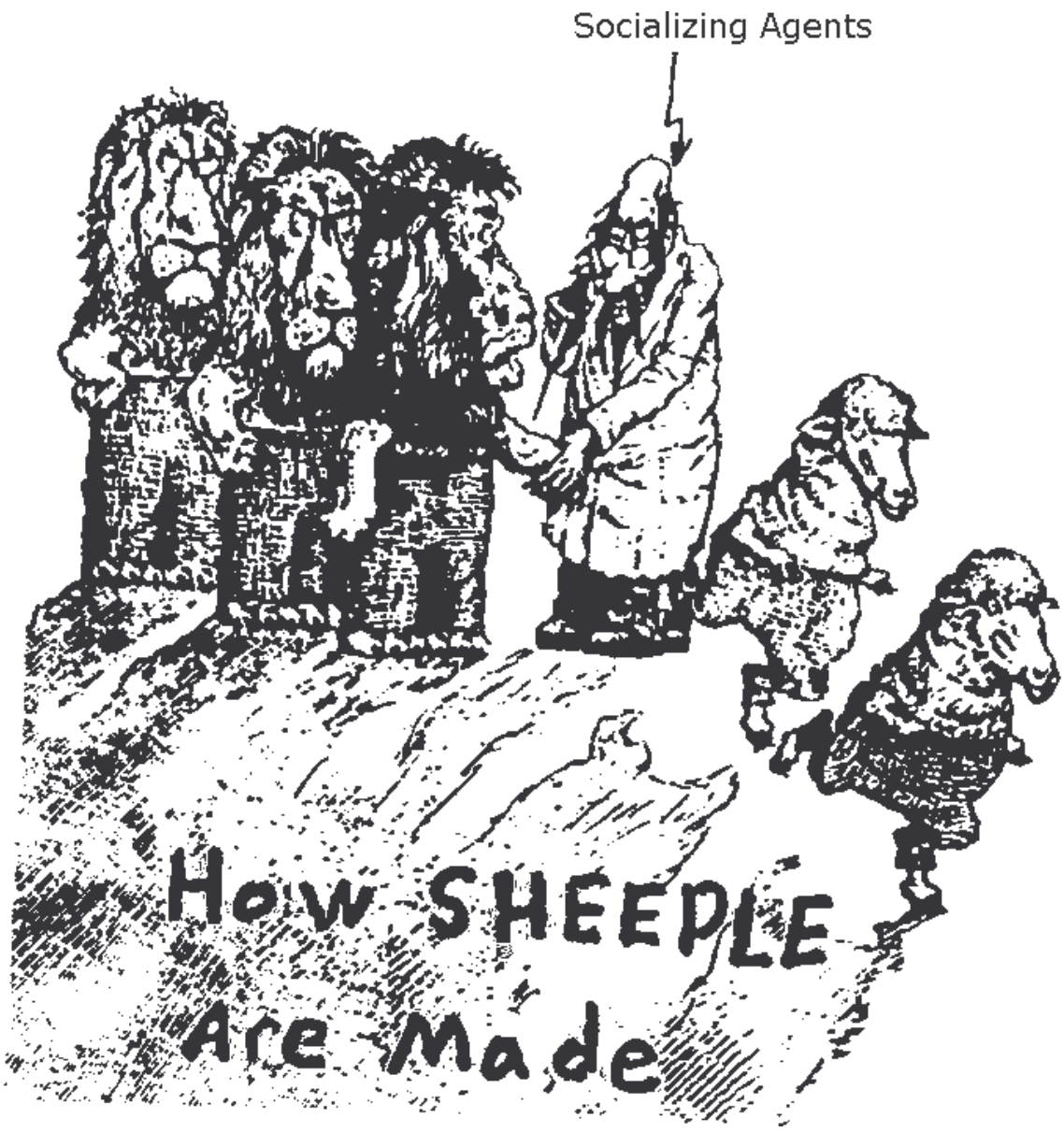
More serious effects of this orientation to schooling is illustrated by this quote from Haim Ginott (in Buscaglia, 1983,p. 130) *"I am a survivor of a concentration camp. My eyes saw what no person should witness. Gas chambers built by learned engineers. Children poisoned by educated physicians. Infants killed by trained nurses. Women and babies shot and killed by high school and college graduates. So I'm suspicious of education. My request is help your students to be human. Your efforts must never produce learned monsters, skilled psychopaths or educated Eichmans. Reading and writing and spelling and history and arithmetic are only important if they serve to make our students HUMAN."* (italics added)

My own experience of "higher education" (university training) can again be cynically summarized as follows: First I got a "B.S. "; Then an "M.S."; Then a "Ph.D." (note these definitions: B.S. = you know what that is! M.S. = More of the Same. Ph.D. = Piled Higher and Deeper). As a matter of fact, I was not in any way a radical student, demanding quality and meaning from my education (I got my "higher education" mainly during the "Happy Days" era of sheep like conformity: there were many **SHEEPLE**© = sheep like people -- in that era).

Even after being flunked twice on some of my major and very important preliminary written examinations for the Ph.D. (I had to get permission to remain enrolled in the program), I did not twig to the fact that I had been conned. All through my university training, and especially during graduate school, I got very good grades (B's and mostly A's). So I mistakenly assumed that I knew something and was intelligent.

What I had learned to do however, was to take good notes (stenographic skills), and memorize stuff to give back on multiple guess tests with a minimum of change ("regurgitate unchanged" rather than "digest, assimilate and use" information). When it came to the preliminary written examinations for the Ph.D., the "dirty rats" had changed the rules of the game for high marks AND THEY DIDN'T TELL ME. Now, in addition to knowing the material, I was also required to analyze, criticize, compare, contrast, synthesize, integrate etc. information as well as create ways for generating, examining and testing the validity of new knowledge. A far cry from my great skills in picking out the right answer from 4 or 5 alternatives (some of which were obviously wrong and so I could usually reduce my chances to 1 in 2 or 3). My guessing skills were so finely honed that I could sometimes pick the right answer without understanding the question!

With this experience you might think that I would catch on to what is real learning and what is the con-game called schooling; but not me. You know the story about how to teach a Mule: In order to get his attention you take this 2X4 and whack him over the head. Then...? I didn't quite have the intelligence of a mule. Only when I got into teaching college introductory psychology courses where there were 300-400 students in a lecture class did I say to myself "This is a farce. I can't take money for this!" At this point I started my whole examination of the process of real learning and education and have developed the approach I now use.



6. MY ORIENTATION TO TEACHING AND COURSES

THE MAIN THING IS TO KEEP THE MAIN THING THE MAIN THING!!!!

In this paper, I claim that the hidden curriculum (or real purpose) of the typical school is to train you to be stupid (unthinking) but have some appearance of being educated (knowing stuff). This trick of being "knowledgeably stupid" is what I call being "Schooled". You may know facts (memory) but you can't work with them or generate them for yourself (thinking-creating).

This paper also describes the "educational accounting system" as being one of the main blocks to real learning and true education. However, it exists and must be dealt with. Instructors can organize their courses and use this "educational accounting system" of grades, credits etc. to move students closer to the "natural learner" (described later). This means that good grades would be achieved by being a skilled, thoughtful, active independent learner. Lower grades are given to those who do a typical schooling job, remain "high schoolish" by relying on the passive, unquestioning memory approach.

A course of study should emphasize options (content and process) to accommodate individual differences among students. The options should include both sources of learning (learning activities) as well as products of learning. Students should be encouraged to use their total life situation as a source of learning and de-emphasize the idea that learning only occurs in a class or school. Thus, the school can began to "de-school" students (Illich, 1971, 1972), not an easy task after 12 or so years of being schooled. It must be emphasized that the process of learning is just as, or more important than the outcome; in fact, the most important learning you can do is "Learn How To Learn". This inquiry skill and attitude will last a lifetime and never become outdated and obsolete while most facts and theories are only temporarily true.

Instructors should be committed to involving the students actively in their education and in avoiding as much as possible the passivity (what I call the "tell `em `n test `em" instructional model) of so much of what passes for higher education. In most settings, the instructor, being the most active, learns the most. Classes should emphasize the productive- creative aspects of learning, all based on a foundation of information and skill acquisition.

When students learn something, it is not enough to give it back in a test or some other such minimally productive manner. What is important is what they do with it, what gains they make in new ideas, approaches, questions, procedures, problems, solutions etc. We must de-emphasize the text-test-term paper syndrome. This is training for more schooling but not for meaningful learning and living.

Indeed, the typical "regurgitation model" where the best grades are given to those who give back the information in nearly the original form ("undigested information") should logically give top marks to an IRU (Instruction Reception Unit or robotic student) who can produce, at examination time, a video cassette of the lecture and a photo-copy of the text. Those who like the "Distance Education" model of delivery because it is "cost effective" actually treat the instructors as IDUs (Instruction Delivery Units or robotic teachers). To quote B.F. Skinner, **"Any teacher who can be replaced by a machine SHOULD BE"**.

In contrast to the above I offer the following definition of UNDERSTANDING: when you say you understand something, you should be able to do most of the following:

(a) state it in your own words;
(b) give examples of it;
(c) recognize it in various guises and circumstances;
(d) see connections between it and other facts or ideas;
(e) make use of it in various ways;
(f) foresee some of its consequences;
(g) state its opposite or converse;
(h) and teach it to others so that they understand it-by these criteria.

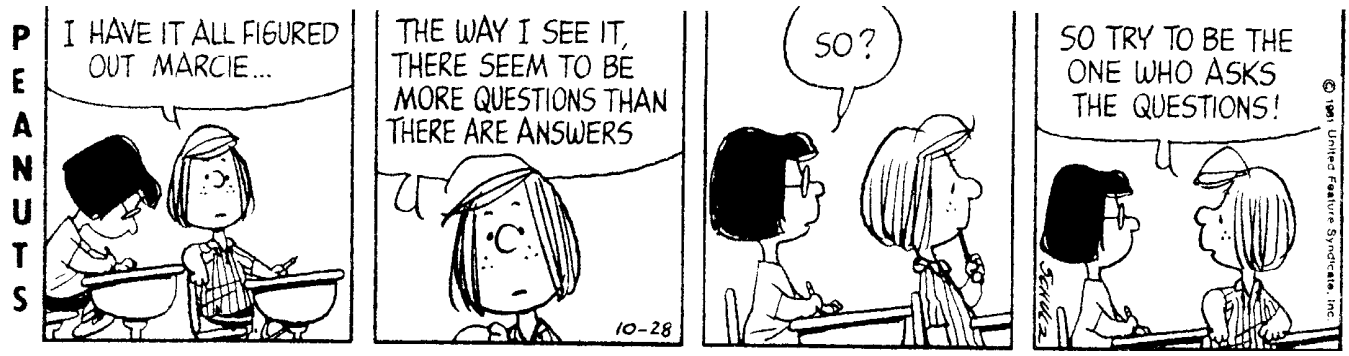
Thus, an alternative to the usual model of instruction uses an individualizing technique for courses which allows for several paths to the same goal but includes a common set of requirements and maximizes the productive-creative aspects of learning. One virtue of this approach is that it can be used in relatively traditional settings.

While on academic leave in 1985-6 I began the development of the Learning Skills Enhancement Program: LESEP^{sm} which was to have a number of different sub-programs each dealing with various aspects of learning (broadly defined). It was to be part of a larger program called Life Skills Enhancement Program: LISEP^{sm}. The range of coverage was to be rather broad, ranging from general Life Skills to specific skills relevant to a given subject.

For the most part, LESEP^{sm} would emphasize the wholistic approach to learning since, as I said before, this approach is largely ignored in schooling institutions at all levels. These programs woiuld seek to provide late adolescent and adult students with the skills needed to become efficient, creative, autonomous learners. Increasingly, many have acquired negative feelings about learning in general or some particular subject area. Thus, they fail or just get by, not even beginning to recognize or reach their full learning potential.

The general criteria for Programs/Approaches/Components/Materials included in LESEP^{sm} or LISEP^{sm} were to be one or more of the following:

1. Are relevant to late adolescent/adult age ranges;
2. Apply to "normal" populations of learners with the usual "pedogenic diseases";
3. Require minimal supervision/instruction to use (are self-directed as much as possible);
4. Can be used by individuals working alone;
5. Incorporate self-assessment/diagnosis procedures;
6. Emphasize whole mind/brain/body approaches to learning;
7. Are available on audio, video or computer software.



The general content of Learning Skills Enhancement Program[sm] was to be as follows:

- GENERAL LIFE SKILLS: Self concept/Self esteem; Values, goals and life planning; General anxiety/tension/fear reduction.

- GENERAL LEARNING SKILLS: Learning styles; Attending/noticing; Remembering/memorizing; Reading/vocabulary; Spelling; Writing; Listening; Studying (place, style and time management); Test taking; Logical thinking and creative problem solving.

- SPECIFIC LEARNING SKILLS: Mathematics; Languages; Specific technical and/or discipline requirements.

- WHOLE MIND/BRAIN TRAINING: Coordinated music and breathing rhythms; Exercises which facilitate body/mind integration and using the "wisdom of the body"; Emotional and evocative language, imagery and fantasy; Metaphor and connection making; Visualizing and multisensory approaches; Direct experience and involvement.

Three units were completed or largely completed:

Curing Self-Sabotage in Learning and Life;
Memory, Concentration and Studying; and
Using Music and Sound to Enhance Learning and Life.

I subsequently discovered the theory and technologies of "Educational Kinesiology" (Dennison, 1981, Dennison and Dennison, ND, 1985, 1986, 1987) and "One Brain" (Stokes and Whiteside, 1984, 1986) which looked very promising. I refer to this set of technologies as "Wholistic Learning Technology"[sm] and had planned some evaluative research and application of them at the college. These technologies involve a creative integration of modern approaches to western neurological theory with modern approaches to the ancient Chinese theory of vital body/mind energy called "chi". Chi flows along the various energy meridians in the body which are related, but not identical, to the western concepts of nervous pathways. These meridians "surface" on the body at the various points used in modern acupuncture/accupressure techniques.

The Chinese and related theories represent a holonomic trans-material approach to the body whereas western scientific approaches emphasize the analytic materialistic approach. Gradually, these two approaches are becoming melded into a more accurate and powerful model of how the body, brain/nervous system and mind interact.

We still don't understand exactly how these two models relate. They both work in their intended areas of application and they do work together in some as yet unknown way. They both have practical applications and the purely pragmatic combination of the two contained in "Wholistic Learning Technology"[sm] is very powerful and effective even if the underlying theory is not widely agreed upon.

The main technique of communicating with the "wisdom of the Body/Mind" is through the process of muscle testing. The body, brain/nervous system and mind are holonomically organized: each part has a representation of the whole and can access information about the rest of the system. Since we need an accurate means of getting this information directly, bypassing "beliefs about" what is

true/false, good/bad and get to the "actual truth" of the matter, the use of "clear circuit muscle testing" to discover the state of the body/mind system is very powerful, elegant, lo-tech, accessible do-it-yourself technique. More detailed information is contained in the paper "Integrating the Mind and Body: Wholistic Learning Technology"sm. (Warren, 1989)

7. THE TRAITS OF A NATURAL LEARNER

The put downs and hang ups you have collected in twelve years of schooling need not be!!. If you had maintained your engagement and enthusiasm for life and learning that you came into the world with, you would be very close to the following description of NATURAL LEARNERS.

1. NATURAL LEARNERS *are skilled in the cognitive behaviours involved in inquiry* (knowing how to learn):

   - ∞ They ask meaningful questions geared to a defined end or purpose.
   - ∞ Their questions are relevant, appropriate, and generate needed information for the task.
   - ∞ They continually examine their assumptions to make sure they are useful and realistic.
   - ∞ They constantly check what they believe for accuracy and truth.
   - ∞ They use definitions, metaphors, concepts as tools for thinking and problem-solving but they also recognize that language, concepts and beliefs tend to obscure differences and variations and control perceptions.
   - ∞ They are not trapped by their definition of the problem or situation but can look at alternatives.
   - ∞ They are precise and tentative in making generalizations.
   - ∞ They are careful observers, distinguishing between what is and what they believe is.

2. NATURAL LEARNERS *are confident in their ability to learn*. Even if frustrated on one or some problems, they have faith in their problem-solving abilities. Failure doesn't incapacitate them in other problem-solving ventures.

   - ∞ They get involved in a task, problem, or project and work harder and longer on their own.
   - ∞ They don't require external rewards and incentives in their pursuit of learning. In fact may even resent them as irrelevant to learning.

3. NATURAL LEARNERS *seek complexity, challenge, new experiences and new knowledge*. They desire to increase, improve and broaden their knowledge, sphere of competence and experience.

   - ∞ They are able to find many subjects and courses personally meaningful and make connections between their goals and interests and the subject/course/topic. They have broad interests and are not troubled by boredom.
   - ∞ They enjoy reasonable risks and uncertainties. They take calculated risks.
   - ∞ They participate responsibly on their own initiative in their learning activities and are "Independent Autonomous Learners".

4. NATURAL LEARNERS *enjoy discovering, defining and solving problems*. They see the problem solving process as interesting in itself. The answer is used as a validation or proof of the process and not valued as an end in itself.

- ∞ They spend more time in the initial stages of problem definition and formulation and scan many alternative approaches.
- ∞ They don't need to have a final, irrevocable answer to every problem. They recognize that all solutions are tentative until better ones occur.

5. NATURAL LEARNERS *are tolerant of ambiguity and can live with shades of gray*. They make very few black/white, either/or distinctions and are willing to suspend judgments and decisions.

6. NATURAL LEARNERS *are flexible*. Their point of view, opinion, etc. is open to change and refinement. They are able to shift to different perspectives to see what new insights and information they can find. They understand and use alternative approaches, views and assumptions.

- ∞ They respect others' ideas, beliefs and points of view but don't feel bound by them. They respect others' strategies of problem- solving, involvement in tasks and need for privacy.
- ∞ They have a less dogmatic, more relativistic view of life. They are open to consider a variety of experiences, beliefs, etc.
- ∞ They are more willing to consider and look at beliefs, thoughts, ideas, feelings that "don't make sense", or "are irrational" from their current view point.
- ∞ They recognize that even though they may not personally believe something, it doesn't mean it isn't true by some other criteria.

7. NATURAL LEARNERS *are not fearful of being wrong and making mistakes*. They can change their minds and learn from their errors rather than denying that they made a mistake.

8. NATURAL LEARNERS *don't feel a quick answer is a good one*. They tend to delay judgments until they have what they feel is sufficient information of good quality.

- ∞ They respect valid and reliable facts, even though they recognize that facts are tentative, not eternal. They are skillful in making distinctions between statements of fact and other statements.
- ∞ They understand that facts and answers are relative, dependent on the framework and assumptions.

9. NATURAL LEARNERS *make connections* between things which are usually considered unrelated, independent or dissimilar.

- ∞ They go off in new directions.
- ∞ They free themselves from the usual and diverge from the customary.
- ∞ They are conceptually fluent and able to generate many ideas.
- ∞ They are conceptually flexible and able to shift gears discarding one approach for another.
- ∞ They are able to change mental set in order to meet new requirements imposed by changing problems. They are able to restructure problems and to solve problems in different ways.
- ∞ They are able to reorganize elements in terms of the structural properties of material, assigning a new function or use to the elements involved.
- ∞ They are original and can produce unusual and new answers to questions, responses to situations and interpretations of events.
- ∞ They are able to describe details that contribute to the development of an idea or the variation of an idea.
- ∞ They are able to recognize practical problems, see defects, needs, deficiencies or the variation of an idea.
- ∞ They are able to see beyond the immediate and obvious and anticipate the needs or the consequences of a given situation.

10. NATURAL LEARNERS *know what is relevant to their goals* and have short, medium and long-term goals.

11. NATURAL LEARNERS *have a diversified but integrated personality that is well-developed in several areas*.

- ∞ They are able to shift from a wholistic/intuitive approach to an analytic/sequential approach as needed.
- ∞ They have a richer more diverse inner life.
- ∞ They value humour and playfulness.
- ∞ They are less bound by the situation (are less stimulus bound).
- ∞ They are motivated to build a self-realizing life.
- ∞ They take the time and value the process of becoming familiar with and understanding their inner life of thoughts, feelings, needs, fears, fantasies, beliefs, prejudices, values etc.

12. NATURAL LEARNERS *prefer to rely on their own judgments*. They are independent in their judgments and less conventional and conforming.

- ∞ They view authority as something to be earned and based on demonstrated competence.
- ∞ They see authority as temporary, specific to time and situation, and not an absolute attribute.
- ∞ They are suspicious of people who discourage others from relying on their own critical judgments.

After reading over this description of attributes, you probably think that anyone who displayed them would be some kind of god, able to leap tall buildings, walk on water or raise the dead (permanently or temporarily). This is not true. The above list is an attempt to define our potential. It is a composite of attributes of creative, mature, fully-functioning and self-actualizing people as they have been described by humanistic and transpersonal personality theorists. The fact that people see

this as a description of "Super Person" is a sad comment on how much we waste our human resources.

Do not despair!! Even though you may not arrive at being able to demonstrate all of the above, at least we can strive to move in the direction of the above "12 commandments".

THE MAIN THING IS TO KEEP THE MAIN THING THE MAIN THING!!!!

8. INDICATORS OF QUALITY IN SCHOOLS

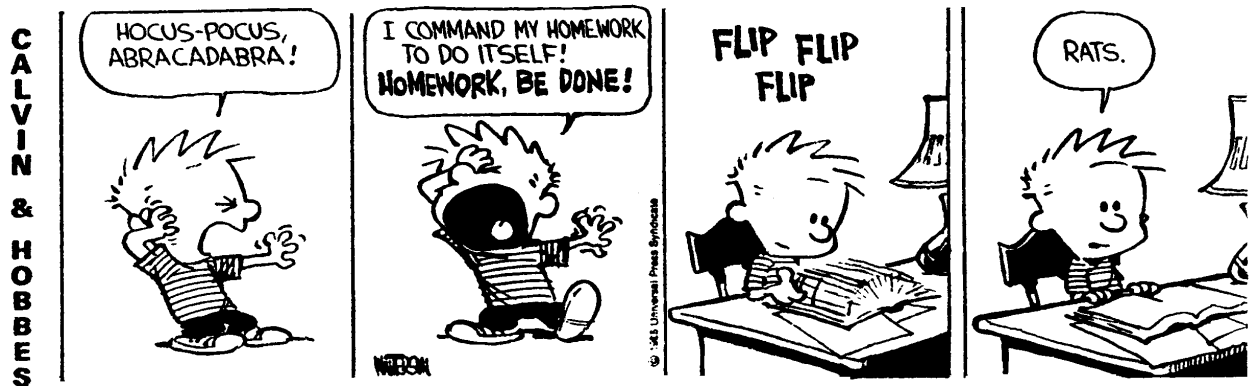
As another indicator of how you and your education can be judged in terms of quality, I reproduce the most important of Martin N. Olson's "indicators of quality" that he used in his research into primary and secondary schools in the U.S. The general criteria for quality in school class rooms were:

- The teacher deals with students as individuals;
- Students and the teacher get along well and show interpersonal regard for each other;
- There is a lot of group activity;
- The students show signs of being creative.

To measure these four general criteria, Olson developed a check list of items, each scored as Good or Poor. One set of items refers to what the teacher does, a second set refers to what students do and a third set refers to how the teacher and students interact with each other. To score your self or your school experience you take the number of Good checks and subtract the number of Poor to arrive at a difference. For comparison purposes, I give you the basic results of Olson's massive research. A "Utopian Class" of perfect good people would theoretically score 43!!

Average scores for classroom grades K through 6th were about 5 (i.e. there were about 5 more "Good" than "Poor" checks out of 43 items). For grades 7 through 12 the average was about 4. The best taught grade was grade 1 with an average of score of 7.8; the worst taught was grade 10 with an average score of 3.1. To see how your education compares you can think back over your experiences and rate your general experiences. Or, if you wish to get specific you can score given classes or teachers.

POOR TEACHERS:	GOOD TEACHERS:
1. Demonstrate superiority or aloofness	Identify with class in speech, action, manner
2. Ignore, curtail referral to student's personal life	Refer to student's out-of-class personal life
3. Recommend the same outside resources for whole class	Suggest variety of outside resources for various students
4. Are impatient with mistakes, embarrass students	Suggest improvement constructively
5. Shout, are cross, short tempered	Smile, are relaxed, pleasant
6. Show disrespect to people outside of classroom	Show respect to people outside of classroom
7. Make a single assignment for all students	Make a variety of assignments for different students
8. Try to cover up own errors or ignorance	Correct themselves willingly, acknowledge own error
9. Belittle, threaten, deprecate to coerce students to co-operate	Praise, encourage students to promote cooperation
10. Ignore or stifle student's attempt express ideas	Provide opportunity for student expression, encourage it
11. Remain away from students, not work with individuals	Move among students, confer individually
12. Do not know some names, use no names	Know and use student's first names or nick -names
13. Repeat questions or statements without rephrasing	Rephrase and adapt communication to provide for individual differences
14. Refuse or ignore requests for class help without giving reason	Provide out-of-class help for individuals

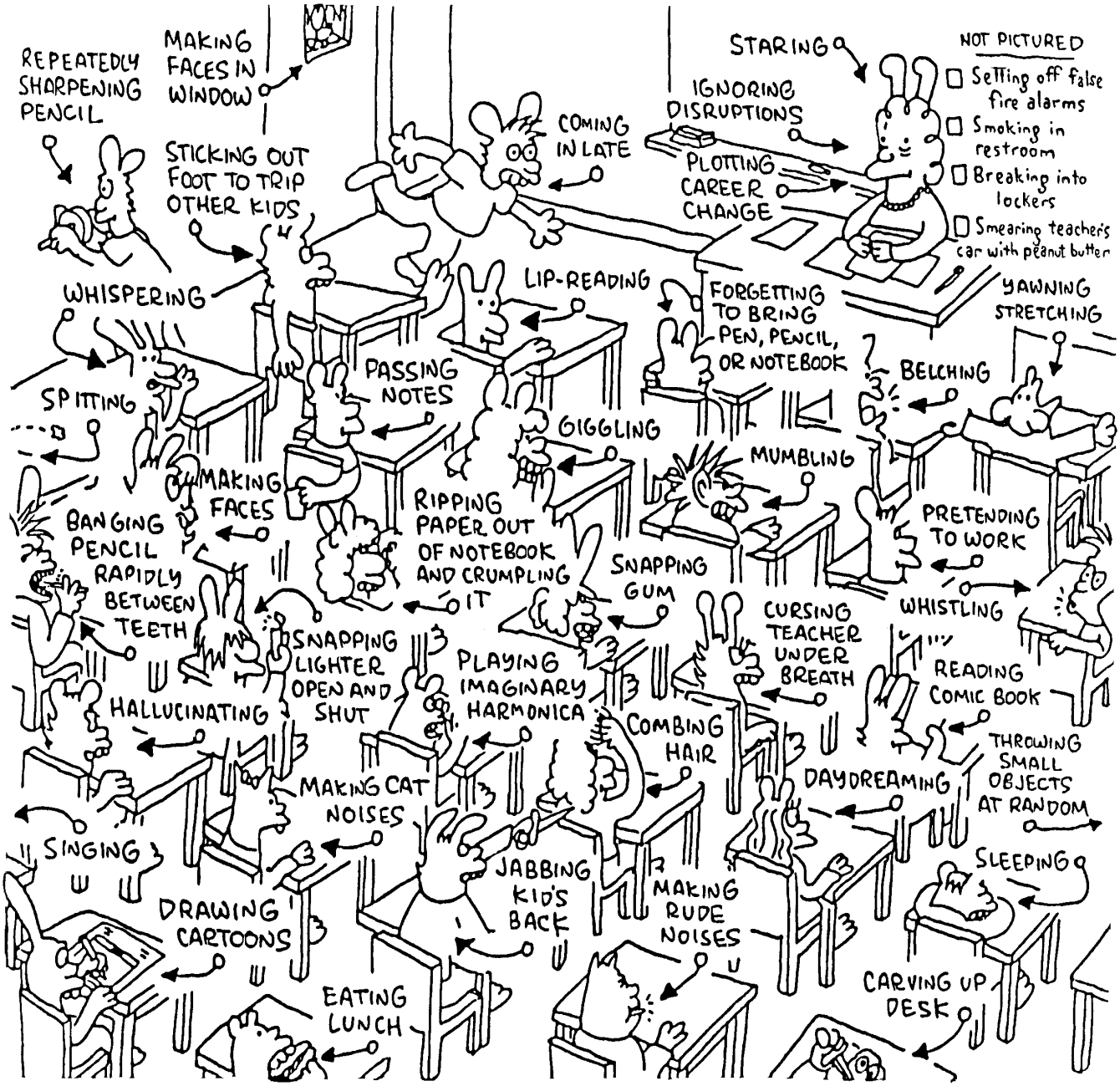


POOR STUDENTS:	GOOD STUDENTS:
15. Are reluctant to take part, slow in responding	Show eager response to teacher suggestions or requests
16. don't challenge teacher even though teacher's statement is in error	Acceptably challenge teacher's statements, have friendly disagreements
17. Demonstrate a lack of cohesiveness, "this class"	Demonstrate cohesiveness, a "we" feeling of "our class"
18. Are hostile to or ignore criticism, argue and talk back	Analyze and/or accept criticism willingly
19. Do not go beyond original assignment, wait for teacher	Suggest further inquiry, look beyond teacher's assignment
20. Ignore another student's comment, respond only to teacher	Respond to statement or comment of another student
21. Make exact reproductions, "parrot"	Report, explain, act out in own words, own materials
22. Work in isolation, give comments not related to each other's work	Work together in co-operation with students and teacher
23. Accept statements without question	Compare sources, try several solutions before accepting
24. Lack confidence in guessing or reasoning, seek teacher's answer	Respond to thought question in a variety of ways
25. Willingly reveal or admit their own errors	Do not willingly reveal or admit their own errors
26. Belittle, attempt to force own opinion on another	Respect opinion or effort of another, show patience and attention
27. Some are isolated, inattentive to activity in progress	Are all-involved, show close attention to activity in progress
28. Face the same direction, mass audience, single focus	Are face to face in small groups of less than 20

TOGETHER,

POOR TEACHERS and STUDENTS:	**GOOD TEACHERS and STUDENTS:**
29. Are impatient with student who slows class, interruptions occur	Are patient with student who slows class, no interruptions
30. Show offensive humour which is sarcastic	Show inoffensive humor which is relaxing
31. Have teacher squelch students' attempts to decide on proposed activities;	As a group decide or recommend proposed activities;
32. Discourage student to student communication, teacher mediates all communication	Allow private communication that does not disrupt class
33. Have teachers ignore or belittle student's unusual questions or ideas	Have teachers praise or reward student's unusual questions or ideas
34. Require permission for students to leave seats to perform routine tasks	Allow for movement about the room for routine tasks without permission
35. Engage in one activity only, some students don't participate	Have students participate in more than one activity
36. Have teachers judge student's work without asking for student's judgment	Have teachers encourage students to make a judgment of their own work
37. Have teacher give exact procedures, details are highly specific	Have teachers leave out minute details, students are permitted leeway
38. Have teacher reject students' contribution to group, individual mastery is rewarded	Have students contribute to other students' growth, which is rewarded by the teacher
39. Have teacher press students for immediate response	Have teacher allow, encourage taking time for response
40. Have teacher handle all conflicts, teacher disciplines	Excel in self-control, minimize conflicts as a group
41. Have teacher prevent students from assuming leadership role	Have students lead class or small groups
42. Make rude, insulting remarks	Make complimentary, courteous remarks
43. Have students given no opportunity for self-initiated learning	Have students propose topics, learning opportunities are self-initiated

Number of "Good" checks:___
Minus
Number of "Poor" checks:___
= Quality score:_____


REPEATEDLY SHARPENING PENCIL
MAKING FACES IN WINDOW
STICKING OUT FOOT TO TRIP OTHER KIDS
COMING IN LATE
STARING
IGNORING DISRUPTIONS
PLOTTING CAREER CHANGE
NOT PICTURED
Setting off false fire alarms
Smoking in restroom
Breaking into lockers
Smearing teacher's car with peanut butter
WHISPERING
LIP-READING
FORGETTING TO BRING PEN, PENCIL, OR NOTEBOOK
YAWNING STRETCHING
SPITTING
PASSING NOTES
BELCHING
GIGGLING
MUMBLING
MAKING FACES
BANGING PENCIL RAPIDLY BETWEEN TEETH
RIPPING PAPER OUT OF NOTEBOOK AND CRUMPLING IT
PRETENDING TO WORK
SNAPPING GUM
CURSING TEACHER UNDER BREATH
WHISTLING
SNAPPING LIGHTER OPEN AND SHUT
PLAYING IMAGINARY HARMONICA
READING COMIC BOOK
HALLUCINATING
COMBING HAIR
THROWING SMALL OBJECTS AT RANDOM
MAKING CAT NOISES
DAYDREAMING
SINGING
JABBING KID'S BACK
SLEEPING
MAKING RUDE NOISES
DRAWING CARTOONS
CARVING UP DESK
EATING LUNCH

9. THE "PARADIGM SHIFT" TAKING PLACE IN EDUCATION

A third way of looking at how you can learn is to examine the basic assumptions of the "old model or paradigm" of learning to contrast them with the "new model." Marilyn Ferguson did this in chapter 9 of her book The Aquarian Conspiracy and others have done similar comparisons using various titles such as "Industrial age vs. Information age" or "Linear age vs. Geodesic age" (referring to Bucky Fuller's world view; see David Meier, 1984, 1985)

To help you understand the thrust of the approach assumed in LESEP[sm] and other innovative learning programs I reproduce the comparison from the above two authors, with modifications.

Changes Taking Place In The Assumptions About Learning

"Old" Assumptions	"New" Assumptions
Learning is mainly concerned with changing external behaviour or performance.	Learning is concerned with developing the whole person, external and internal. The internal aspect determines the performance.
Emphasis is on the external world and inner experience is usually considered inappropriate.	Inner experience is the context for learning, using: (e.g.) imagery, "centering" exercises, connection making, intuition and use of feelings.
Rational consciousness is the main path to knowledge. Other states of mind are of no value for learning.	Alternative states of mind contribute to learning and performance in an interrelated, synergistic way.
There is great concern with norms and living up to others' expectations.	The concern is with the person's performance in terms of their potential. Students seek to transcend their perceived limitations.
People learn best in a linear, one-thing-at-a-time manner. Emphasis is on linear thinking.	People learn best when they are learning on many levels at once. Emphasis is on whole-mind approaches which augment the linear-rational approach with holistic, nonlinear and intuitive strategies. The aim is to fuse the two processes into a total learning strategy.
Instruction is most effective when a tried and true uniform experience is provided for everyone.	Instruction is most effective when individual needs and styles are accommodated in a rich, flexible, multipath learning environment. There are many ways to learn.
Learning is best when classroom and instructor based.	Learning requires a variety of settings and activities both inside and outside the classroom.
Classrooms are designed for convenience of administration or maintenance. Control, efficiency and order are of primary importance.	Classrooms designed for enhancement of learning in a variety of ways; lighting, colors, air, physical comfort, needs for privacy and group activities, large and small groups.
Learning is content centered.	Learning is person and content centered.
Learning is a product or goal.	Learning is a process or journey.

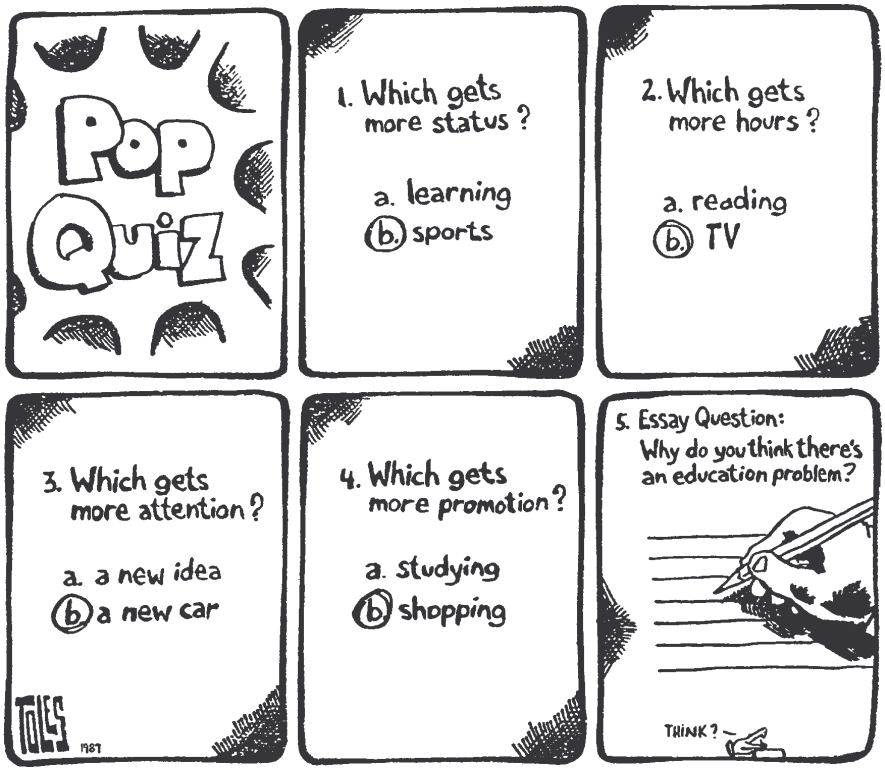
"Old" Assumptions	"New" Assumptions
Primarily reliance is on theoretical, abstract, or "book knowledge".	Theoretical AND abstract knowledge are heavily complemented by active involvement in experimentation and direct experience.
Knowledge is static and fixed; there is a "right" answer to questions.	Knowledge is in a constant flow of development and change; there are several possible "right" answers depending on the context.
The content of learning is this stable body of knowledge brought together by the curriculum designer and delivered by a teacher.	The content of learning is this body of knowledge constantly in flux and growing. The learner learns how to learn by skillful questioning paying attention to the right things, being open to a and evaluating new concepts, knowing how to access information, and recognizing the importance of context.
The aim of learning is to master a body of knowledge once and for all.	The aim of learning is to develop an ongoing, interactive, creative relationship with a body of knowledge.
Guessing and divergent thinking are discouraged.	Guessing and divergent thinking are encouraged as part of creating knowledge.
Learning is hard, usually boring, work ("No pain, No gain", "If it tastes bad in must be good for you").	The full power for accelerated learning is best done in an atmosphere of relaxation, play, joy, curiosity and passion.
Competition is necessary for learning.	Competition and cooperation both can enhance learning.
Evaluation by the teacher is necessary for learning.	Evaluation in the form of feedback is sought from the student's internal criteria of quality as well as from fellow students and the teacher.
The aim of instruction is to "Fill an empty vessel".	The aim of instruction is to stimulate and encourage actualization of the total potential of the person.
The teacher knows and imparts knowledge into students -- a one-way process.	The teacher is a learner also, whose primary function is to facilitate the process of learning.
The learning environment is relatively rigid with pre- and pro-scribed methods and content.	The learning environment is relatively flexible and encourages different approaches to content and method.
The learning environment is hierarchical and authoritarian, rewarding conformity and discouraging dissent.	The learning environment is egalitarian where teachers and students see each other as people. Autonomy and dissent are encouraged.
Emphasis is on lockstep progress and age grading/segregation with "age appropriate" activities.	There is flexibility and integration of age groupings. Student is not automatically limited to a certain subject due to age.
Education is seen as a social necessity for a certain period to acquire minimum skills and train for specific social and economic roles.	Education is seen as a lifelong process which occurs throughout life in many settings. It seeks to develop the person in many aspects of life.
There is increasing reliance on technology to replace human interaction.	The emphasis is on appropriate use of technology integrated with interaction between learners (students and teachers).

"The old assumptions generate questions about how to achieve norms, obedience, and correct answers. The new assumptions lead to questions about how to motivate for lifelong learning, how to strengthen self-discipline, how to awaken curiosity, and how to encourage creative risk in people of all ages." (Ferguson, 1980, p. 291) In a world which is changing rapidly and is largely unpredictable, it is vital for survival (yours and ours) to have creative and flexible people.

People who are trained (rather than educated) will increasingly find themselves in dead end situations. Even in the world of work, many job skills can be learned on the job or with minimal specific training, and the great need is for flexibility and creativity. The unemployment rate is often higher for those who have trained for a narrow field than for those who are broadly educated. In addition, work is only one aspect of life. True education addresses life as a whole while training narrows in on a specific aspect. Training is rarely a broadening experience unless it is done within an educational framework.

The Learning Skills Enhancement Program: LESEP[sm] and "Wholistic Learning Technology"[sm] seek to provide you with the necessary "Training in How to Learn" so that you can benefit from any program of instruction, whether it be called training or education. Hopefully, you will find both to be enjoyable and rewarding once the skills of learning are mastered and used. At any rate, no matter what the subject matter or course you take, the factual content will be temporary and constantly changing, especially in the sciences. However, if you begin to acquire the skills of the "Natural Learner", you will have something that you can use all your life in your life, not just in school or work. Mastering and using these "Infinite Game" skills will make you a better person, able to lead a more rewarding and interesting life.

THE MAIN THING IS TO KEEP THE MAIN THING THE MAIN THING!!!!



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APPENDICES: SELECTED ARTICLES ON SKILLS, COMPETENCIES, LEARNING, EDUCATION, SCHOOLING, AND PHILOSOPHY OF LEARNING

A. 29 UNIVERSES OF CHANGE

From November 1992 until January 1993, the editorial staff of *Edges: New Planetary Patterns* magazine [published quarterly by the Canadian Institute of Cultural Affairs, 577 Kingston Rd., Toronto, Ont, M4E 1R3] completed its most thorough research work ever, in preparation for the next three years of publication. We have determined at least 29 universes of change, each one of which dramatically affects our lives. [It is interesting to consider how many "hits" there are in describing our current world, PWW].

Universe of Change #1

Environmentalism Becomes Big Business: The number and size of eco-restoration and bioremediation industries are growing. It is big business to restore prairies or river valleys, or culture bugs that digest toxins. Pollution prevention has become a profitable venture. Creative approaches harness green energy in sun, wind and tide energy devices.

Universe of Change #2

The Back Door Environmentalization of the Private Sector: While most companies promote consumerism to survive, many are developing comprehensive environmental policy for purchasing, converting to alternative fuels for vehicles and using environmentally sound purchasing practices. For example, some large power corporations are planting trees to offset CO2 damage.

Universe of Change #3

The Shift to Knowledge and Computer-based Technologies for Production: Corporations have become beehives of knowledge processing. Rather than working on things, labour now acts on other people as the proletariat shifts to the cognitariat. Intelligent neuronal computer networks have changed the rules of business and culture, and telecommunications disperse products out of high-cost cities in the rise of a super-symbolic economy. Exports of services and intellectual property intensify.

Universe of Change #4

The End of the Mass Production Line: Computer-driven manufacturing allows for an endless variety of products, pushing the cost of product diversity to zero. Systemic, integrative and simultaneous models of production move beyond mass production toward customization, niches and micro marketing of built-to-your-body bicycles, personalized audio tapes and rainstorm baths.

Universe of Change #5

Revolutionizing Organizational and Management Patterns: The rapid downsizing of large corporate ventures is flattening the hierarchical approach to management. In response to cubbyhole

crashes and the ubiquitous laying off of middle-management, white collar workers are pushing for new organizational formats. Top-down autocratic management is yielding to consensus-based polities beyond domination and permissiveness.

Universe of Change #6

The Planetization of Business: The stateless corporation, with allegiance only to shareholders, expands its global networks of markets, banks, production centres and labs linked by instant communication. Regional trading blocks such as the EC, NAFTA and ASEAN connect individual nations to the global marketplace. With the increasing demand for supranational agencies to oversee trade policies, the fate of many organizations hinges on fights over standards. Product lines such as Coca Cola, CNN, Macintosh and McDonald's have become symbols of a planetary economy.

Universe of Change #7

The Emergence of the Leaky-margined Corporation: Edgeless, permeable corporations treat management, workers, customers, suppliers, distributors as one corporate network. Search conferences are sometimes used to involve all stakeholders in mapping a business's future.

Universe of Change #8

"Brailling" the Culture Becomes the Key to Marketing: Since profit margins have become dependent on accessing the purchasing patterns of consumers, cultural signals are monitored to yield future trends. Networked information systems become strategic marketing instruments. Your purchasing patterns at your local supermarket are being computer-monitored to discern current customer trends.

Universe of Change #9

The Local Emergence of Alternative Money Systems: Paper money has begun to die as the industrial age dies. Smart cards, para-money and digital money threaten the traditional functions of banks. Barter systems, LETSystems, green money and time dollars all flourish with the growth of local cooperatives and alternative distribution systems.

Universe of Change #10

The Creation of a Comprehensive Alternative Economic Theory: Current economic practices are shifting to full-cost accounting to acknowledge the informal economy of volunteering, mothering, cooperative ventures and the losses to nature from resource businesses. The reductionistic GNP is under pressure by the growing use of cybernetic economic models which include social and cultural indicators. Indicators for sustainable development have emerged from a new set of global commons e.g. the biosphere, tectonics, climate and rain forests.

Universe of Change # 11

Defense Downsizes and Becomes a Civil Issue: A reduction in weapons of mass destruction is the immediate fallout from the international quest for mutual security. Post-Cold-War geopolitical realignments such as the CIS and the Balkans, and trade with USSR and China have refocused

nations on domestic priorities of economics, environment, human rights, urban blight and biodiversity.

Universe of Change #12

The Shift From Military Security to Comprehensive Security: The meaning of national security is shifting to economic, environmental and urban security, seen in the creation of ancillary functions for the armed forces such as peace-keeping and environmental defense. Military budgets are yielding to social spending, just as military bases are being sold off and weapons are converted into marketable goods, such as gunpowder into paint. Home/office security systems are a growth industry and voluntary citizen protection initiatives such as New York's "Angels", Toronto's "Crimestoppers" and environmental movements such as Greenpeace, Sea Shepherds and EarthFirst mushroom.

Universe of Change #13

Rise of the Region as a Political and Cultural Entity: Pressure for local or regional autonomy is present in Scotland, Spain, Quebec, Lombardy, Basques, Belgium, Rhone-Alpes, Baden-Wurtemberg, South Tyrol, Brittany, Alsace, Flanders and Catalonia. Bioregional movements are on the rise in many watershed, coastal and greenway areas. Urban sprawl has catalyzed the need for regional government and the USA is on its way to becoming a nation of city-states.

Universe of Change #14

The Rise of the Non-Government Organization as a Political Force: The increasing prominence of NGOs as a "sixth estate" in the global civil society is politicizing just about everything through special-interest NGOs. Examples are the NGO forum at the Earth Summit in Rio, and the rise of electronic lobbies, green parties and movements.

Universe of Change #15

De-institutionalizing the Health Industry: The knowledge monopoly of the medical profession and its mechanistic model of the body is deteriorating as the trend increases toward personal responsibility for health and wellness. It now has to acknowledge not only physical data but also psychological and invisible impacts from such popular sources as Bill Moyers' book and TV series *Healing and the Mind.* Intense, conflicting financial and ethical pressures pull the debate away from the professionals out into the general public.

Universe of Change #16

The Growth of the Complementary Health Industry: So-called "quack" treatments become legitimate, proven and trustworthy in the mushrooming of the health maintenance industries, bridging Eastern and Western therapies and marketing shamanic medicine and botany. Firmly on the scene are preventive health, alternative therapies, natural foods, ayurvedic medicine, homeopathy, acupuncture, herbology, and shiatsu. Non-professionals and body-mind centering practitioners promote health clubs, whole-earth diets, yoga and care for bodies beyond the physical.

Universe of Change #17

The Rediscovery of Social Conscience: The 1990s, already branded as the "decency decade," is awash with new values: the 3 Rs--Reduce, Reuse, Recycle; the 3 Es:--Environment, Education, Ethics. We are submerged in lists of "Fifty (ethical) Things To Do". The corporate soul is re-establishing itself after the '80s, and positioning itself for public disclosure as well as political and environmental stances. Vigilante consumerism and lifestyles of simple elegance are in. The social entrepreneur and the corporate metapreneur are creating eco-socially conscious business and investment opportunities. There is a shift from seeking power to empowering others.

Universe of Change #18

The Displacement of Mass-produced Education: As mass production in industry fades, so does mass-produced education. Parents more and more favour special schools for their children's education, just as corporations take over many education functions, and as more parallel education systems like the Charter and Waldorf schools and Schumacher College gain wide acceptance.

Universe of Change #19

Shifting Education to the Learning Process Itself: The trend away from factual memorization to process-oriented learning is being enabled by the understanding and application of differential learning styles. Growing applications of the Seven Intelligences model of learning are allowing greater attention to the learning needs of the individual.

Universe of Change #20

Creating a Panoramic Approach to Intellectual Disciplines: Knowledge now acknowledges the assumptions, analogies, data, values, emotions, passions, imagination and intuition from whence it came, creating larger and more inclusive architectures of knowledge. The increasing interest in global education, culture juggling, the biological revolution and whole systems discourse is turning school curricula on its side in a new relational approach.

Universe of Change #21

The Phasing Out of Hard-Copy Mass Media" Through satellite receivers, cable TV has become a multiflex supermarket breaking up audiences into segments and subgroups while readership becomes less literary and less book-minded. Derivative publishing grows, recycling the published into new kinds of media such as Paradigm Digest, Utne Reader, Mindfeld and audiotape novels. Newspapers carry their own online databases, and instantaneous computer access to research information lessens dependence on print. Audio and video bulk larger in bookstores.

Universe of Change #22

Metapictures of Life Dynamics Break Down Linear Approaches to Life: Virtual reality machines, quantum mechanics, cyberspace and deconstructionism all obscure our constructs of reality. Reality is seen more and more as perceptual or constructed reality. The general understanding that objective data reflects values and power relations allows more people to feel at home with indeterminate fuzzy data. This new relationship promotes working with qualitatively focused, multiple-sourced data.

Universe of Change #23

The Growing Body of Speculation on the Nature and Quality of Change: The growing understanding of the clashing of new and old paradigms has given credibility to chaos theory and the focus on dynamic, non-linear, feedback-driven models of disequilibrium. New interpretive models are based on a breakdown-fibrillation-breakthrough sequence and on the mathematics of catastrophe bifurcation. Whole system transition and phase shifting are metaphors for change people experience in their lives.

Universe of Change #24

Multiple Elaborations on Traditional Sexual Frameworks and Family: Nuclear families defined as wife-husband-children are now a minority in North America. Along with the growing societal compassion for homosexuals and bisexuals, there is a growing legal recognition of marriages beyond the traditional man-woman. For example, accommodation has been given to gay families in the workforce in such corporations as Levi Strauss and Hewlett-Packard.

Universe of Change #25

Expanded Understanding of Cylical Roles: A new generation of children is emerging as the driving force in healing the earth. With the phenomenon of down-aging and the child inside, 50 is 40, and 65 is the beginning of the second half of life. Centenarians are no longer a wonder of the world and seniors are politically empowered, taking charge of their own health and beginning new careers after "retirement."

Universe of Change #26

Growing Interest in Ways to Live and Work in Mutuality: The widening interest in the development of eco-cities and in demonstration communities such as Mondragon, Auroville, Danish cohousing and other intentional communities are illustrations of clanning: working together with people on the basis of commonality. There is a resurgence of the literary and social issues salon. Amish, Sephardic and Cajun cooking, for example, celebrate a few of the many sub-cultures and sub-groups

Universe of Change #27

A Divine Discontent with the Consumer Lifestyle: Living lightly on the earth is replacing consumerism with a growing interest in organic clothing lines, rooftop gardening, vacant-lot vegetable gardening and other experiments in Buddhist economics. Those who deal in macrobiotic diets, ecological products, herbal cosmetics, Tibetan sound tools, world music, saunas, hot tubs, and lambada are cashing in as droves opt for simpler living. T-shirts, music, art and shopping choices become politicized and the Right Livelihood Awards promote doing the same or less with less. The search for new paradigm lifestyles and inner satisfaction goes on.

Universe of Change #28

Art Goes Socio-Political: With the Live Aid series signaling the rise of music as a political force, artists and entertainers begin consciously to flex their muscle. Performance art and the creation of "Whole Earth" music with the blending of reggae-ska-calypso-Gregorian chant with folk, rock, rap and Tapa begin the radical repatterning of culture and the psyche. Fantasy drives the explosion of media magic by accessing the creative, intuitive mind.

Universe of Change #29

A Menu of Planetary Spirituality Replaces Conservative Religion: Ecophilosophy melds with the ecofeminism of Matthew Fox, Starhawk and Gaian organizations in the reawakening of the goddess and the multifarious mushrooming of creativity, ritual and group process. A fascination with Inuit and African art mirrors a resurgence in Native spirituality, sweat lodges and pow wows. A shift from the individualselftotheselfasacrowdempowerstherepossessionofarchetypal roles such as crone, maiden, warrior, fool. This religion-by-menu of personal practices is kept skeptically healthy through the Bly-Woodman-Hillman-Mead exploration of the personal shadow.

B. WOULD YOU WORK FOR A COMPANY LIKE THIS?

Crawford Killan

The Province, Vancouver B.C. Tuesday, 1989 November 21

Your workspace is less than one square metre and your chair is hard. Normally you can't even leave it without your supervisor's permission.

You have no privacy and the noise level is often high. Your workplace is aggressively ugly. Corridors, like working areas, are drab and bare. Supervisors take their breaks in comfortable lounge areas. You must accept a noisy, echoing cafeteria.

You have to work for several different supervisors, all of whom consider their own assignments the most urgent. They rarely co-ordinate their assignments so you can tackle them systematically.

In any case, the assignments often seem meaningless to you. Supervisors' explanations (sometimes given with great sarcasm) don't always make sense either.

The work's not important anyway. It's always being interrupted by administrative announcements and company events intended to boost worker morale.

While you must put up with countless petty rules, you're not always safe at work.

Supervisors seem unable to stop sexual harassment, theft, drug abuse, racist and sexist behavior, and outright physical assault--all committed by employees on company property.

You have no say in working conditions and the Charter of Rights doesn't seem to apply to you.

Exercising your freedom of speech could get you fired.

You have freedom of assembly only-on your supervisors' terms.

They routinely exchange confidential information about you and may casually slander you in the process.

Given these conditions, you're not surprised that 10 to 40 per cent of your fellow-workers quit every year, even if their only alternative is a dead-end job. Supervisors don't seem to care much about the attrition rate.

No, you wouldn't want to work for this company. In fact, you might want to take it to court.

But for too many of our children, high school is just such a company.

Granted, puberty makes it hard for many young people to work effectively without strong supervision.

But the present high-school atmosphere too often combines intellectual slackness and bureaucratic tyranny.

It serves neither students nor their future employers.

Instead, high schools actually encourage a convict-like, anti-intellectual teen subculture among many students.

They fight the system just to preserve a shred of self-respect. They develop a passive-aggressive attitude, expressed in slovenly work, insolence and vandalism.

Too harsh a picture? Right now, in any given class of B.C. Grade 8 students, one in three won't graduate from Grade 12 on schedule--if at all.
That damning fact tarnishes our high schools' considerable successes. If failures are a third of the schools' output, the schools themselves are failures.

Improving our students' success rates will require changes in everything from school architecture to teachers' and parents' attitudes.

Perhaps the most important change would be to consider secondary education as the deadly serious, life-or-death business that it is.

Without such change, we'll go on losing a third of our future brainpower--the kids who are at least smart enough to- see that today's schools are not for them.

C. SCHOOL REGIME FOSTERS ETHICAL CONFUSION

Peter Croft letter to the editor, Vancouver Sun, Vancouver B.C. 1988 January 18

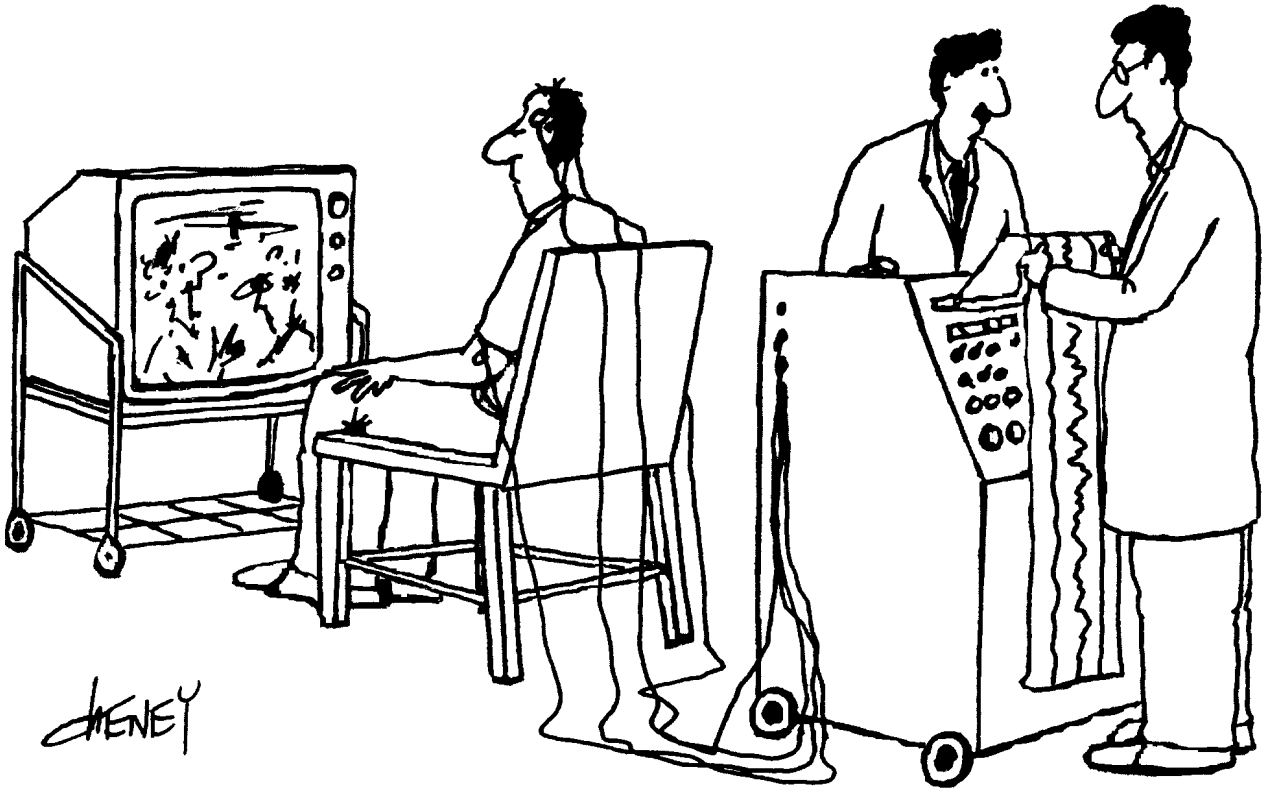
Douglas Todd gives us a titillating overview of the world's ethical misdemeanors ("A matter of ethics", 1988 Jan. 4 and 5), but he is much to woolly on the causes of our wickedness: because we are confused and/or Godless.

I can be more specific about at least one contributing factor.

Consider a society that requires unquestioning obedience of its subjects; where due process is denied; and where the government gives unquestioning endorsement to man forms of professional malpractice by the magistrate. Subject the citizens to such a regime for 12 of their most impressionable years.

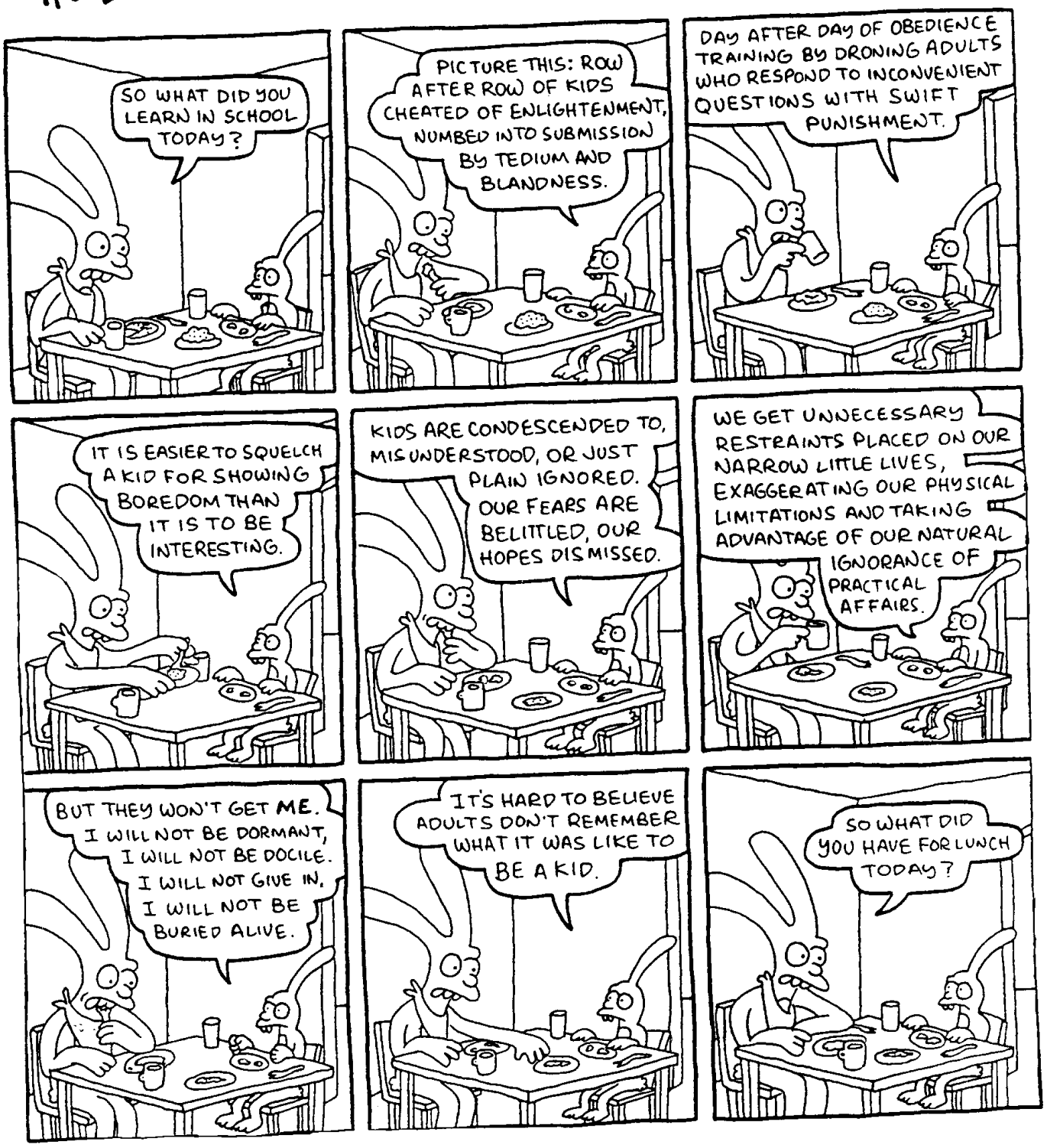
I'm referring, of course, to our public school system. The citizens are our children; the magistrates are the school principals; the government is the school superintendent and school board.

When Canadians graduate from public schools into the "adult world," is it any wonder they experience a "tremendous confusion about what the ethical ground rules are"?....



This can't be right...I'm not getting any brain activity.

LIFE IN HELL



D. FIRST STEP: DUMP SCHOOLS

Crawford Killan
The Province, Vancouver B.C. 1993 April 23

The school system provides obscene perks for administrators, soaks up ever-increasing amounts of money ($50 billion a year in Canada), and produces mediocre graduates. Students who fight their way to a post secondary degree soon find they're still unemployable.

Well, why not junk the system altogether? That's the modest proposal of Lewis J. Perelman, the author of a recent book called School's Out: Hyperlearning, the New Technology, and the End of Education.

A former science teacher, Perelman has presented the most radical critique of education that I have ever read. His book has something to offend and scandalize everyone, including people who think they're major-league school bashers.

His attack is all the harder to answer because you can't really pigeonhole him.

Perelman calls the school system the last socialist regime in the world, with a close resemblance to the former Soviet "command economy." Aha, a right-winger? But the president of the militant American Federation of Teachers, Albert Shanker, has made the same charge.

Then he flays business for dodging school taxes. He dismisses standardized tests as perversions of real learning. So maybe he's a bleeding-heart liberal after all?

Not a chance -- Perelman thinks the only hope is to commercialize learning altogether as a profit-making enterprise.

Perelman takes every self-evident truth about education and beats it within an inch of its life. You can find at least one outrage per page.

We need more post secondary graduates? Then why are so many people with BAs going back to school for job training, or waiting on tables?

College grads make more? Only because so few jobs remain for unskilled workers. And wait, says Perelman, until companies discover they can hire Russian PhDs for $50 a month.

We need to go back to basics? Perelman says the present school system is 11th-century technology. Multimedia and computers are making schools--and teachers--even more irrelevant.

Just as modern technology destroyed communism, Perelman argues, it's going to demolish our bureaucratic school system. "Hyperlearning" will make all knowledge available to anyone -- probably in a gadget the size of a Walkman.

"Credentialism" says you must have a degree to qualify for a job. That's why so many people battle to get into post secondarynot because they're in love with learning. Perelman would make it a civil-rights offense for employers to discriminate on the basis of a degree, or even high-school graduation.

After the fall of the school system, he predicts you'll get the job as long as you can prove your competence.

Is this guy completely out of step?

"People would be surprised to know how many educators are sympathetic," Perelman said in an interview. "A lot know the system isn't working."

I tend to agree--and what's more, I can see his new "hyperlearning" system already emerging. I've been teaching writing via computer for years, to students from Baffin Island to Australia. My Applied Information Technology students at Capilano College are already creating multimedia forms of education that don't require a classroom, or even a teacher.

Coincidentally, another book with the same title will be coming out next month from Canadian education critic Andrew Nikiforuk. But it's Lewis Perelman's remarkable book that should dominate the education debate for years to come.

E. LET'S RETHINK PAPER CHASE

Crawford Killan
The Province, Vancouver B.C. 1993 April 30

Last week I mentioned a radical new book by Lewis Perelman called School's Out. One of his key ideas deserves further attention: "credentialism."

Perelman argues that as long as you must have an academic degree or diploma to get a decent job, the education system has you over a barrel. **Our belief in the value of a piece of paper is so ingrained that we consider credentialism a solution instead of a problem**. [emphasis added]

The problem with drop-outs is that they don't have their Grade 12 diploma. The problem with post-secondary is that too many people can't get in to obtain a degree. Too many others fail to complete their BA, MA or Ph.D. So despite their expensive schooling they don't qualify for demanding jobs. (However, their incomplete education may "overqualify" them for joe jobs.)

Educators proclaim the value of requiring a "well-rounded" liberal education, but it's mostly a scheme to make work for themselves and spread it around. Otherwise, whole departments would die for lack of customers. The word for this is blackmail: Take the courses we want you to take, or forget about the career you want.

Perelman calls credentialism a civil-rights issue. Employers, he says, shouldn't be allowed to discriminate in favor of people with degrees. (**A degree, as employers and educators well know, is no proof of competency**. But demanding one cuts down the number of applicants.) Employers should **hire strictly on the basis of demonstrated ability to do the job**. [emphasis added]

Perelman would replace the Grade 12 diploma with a "Certificate of Basic Competency" (CBC)--a guarantee that graduates have at least entry-level work skills. You wouldn't need to wait until Grade 12 to get your CBC if you could pass the test sooner. And you'd be crazy to leave school without it.

But who would design the CBC test? As long as the testing authority was independent of educators, it could be an employers' group or a government agency. The Motor Vehicle Branch, after all,

doesn't care if you learned to drive from your mother or from a driving school. You earn your license when you prove you can drive, not because your mother is rich or the driving school has ivy-covered walls.

Beyond the basics, job seekers could obtain specialized skills from public or private schools, or as apprentices. They might obtain certificates of completion, but the real "ticket" would again come from an independent judging body. Employers could, of course, run their own tests, perhaps after in-house training. They would have an obvious interest in first-rate training and accurate assessment.

The end of credentialism would have several happy outcomes. The education system would become smaller, simpler and more productive. Many "dropouts" would rip through school in record time, grab their certificates, and take off for work or further training. Education costs would fall sharply. Universities would shrink into small groups of scholars; they would teach only students who want to become scholars too.

Career training, whether public or private, would be short and effective. It would also be far cheaper, both for students and for taxpayers. And among the first people who would need such training would be the academic racketeers who now flourish by making other people pay to jump through hoops.

THE MAIN THING IS TO KEEP THE MAIN THING THE MAIN THING!!!!

F. DESCHOOLING SOCIETY: THE COMMUNITY AS A LEARNING ENVIRONMENT

Several people feel that the educational establishment is hopelessly entrenched and no amount of reform will produce the desired effects. P. Goodman (1964) for sometime has pushed for the dissolution of the educational establishment and turning the whole environment into the classroom, e.g., making the environment educative. This is one of the major themes of Illich and his colleagues (Illich, 1971-2; Reimer, 1971). Illich poses the issue this way: "Either we can work for fearsome and potent new educational devices that teach about a world which progressively becomes more opaque and forbidding for man, or we can set the conditions for a new era in which technology would be used to make society more simple and transparent, so that all men can once again know the facts and use the tools that shape their lives. In short, we can disestablish schools or we can deschool culture ... Deschooling the culture and social structure requires the use of technology to make participatory politics possible. Only on the basis of a majority coalition can limits to secrecy and growing power be determined without dictatorship. We need a new environment in which growing up can be classless, or we will get a brave new world in which Big Brother educates us all." (Illich, 1971-2, p. 45, 60) The implications of McLuhan are precisely that this is all too prevalent and this is one of the major concerns expressed by him -- the young are so totally immersed in the media environment that this education has become subliminal conditioning via the electronic media environment. (McLuhan, 1970)

G. JULES HENREY <u>CULTURE AGAINST MAN</u>

When considering alternative models and methods of reforming education it is wise to consider also the underlying tension and paradox which exists in these approaches. Henry (1963) discusses this problem in Chapter 8 of his <u>Culture Against Man.</u> "The paradox of the human condition is

expressed more in education than elsewhere in human culture, because learning to learn has been and continues to be Homo Sapiens' most formidable evolutionary task... In all the fighting over education we are simply saying that we are not yet satisfied -- after about a million years of struggling to become human -- that we have mastered the fundamental human task, learning. It must also be clear that we will never quite learn how to learn, for since Homo Sapiens is self changing, and since the more culture changes the faster it changes, (Toffler, 1970) man's methods and rate of learning will never quite keep pace with his need to learn... Another learning problem inherent in the human condition is the fact that we must conserve culture while changing it, [Revel, 1971] that we must always be more sure of surviving than of adapting -- as we see it... this tendency to look first at survival has resulted in fettering the capacity to learn new things... Today, when we think we wish to free the mind so it will soar, we are still, nevertheless, bound by the ancient paradox, for we must hold our culture together through clinging to old ideas lest, in adopting new ones, we literally cease to exist... The function of education has never been to free the mind and the spirit of man, but to bind them; and to the end that the mind and spirit of his children should never escape, Homo Sapiens has employed praise, ridicule, admonition, accusation, mutilation and even torture to chain them to the culture pattern. Throughout most of his historic course Homo Sapiens has wanted from his children acquiescence, not originality. It is natural that this should be so, for where every man is unique there is no society, and where there is no society there can be no man. Contemporary... educators think they want creative children, yet it is an open question as to what they expect these children to create... It stands to reason that were young people truly creative the culture would fall apart, for originality, by definition, is different from what is given, and what is given is the culture itself... The function of education is to prevent the truly creative intellect from getting out of hand... Educational institutions anywhere express the values, preoccupations, and fears found in the culture as a whole. School has no choice; it must train the children to fit the culture as it is...The creativity that is conserved and encouraged will always be that which seems to do the most for the culture... The child who has the intellectual strength to see through social shams is of no consequence to the educational system...The child with ~ socially creative imagination will not be encouraged to play among new social systems, values, and relationships... The child who finds it difficult to accept absurdity as a way of life, the intellectually creative child whose mind makes him flounder like a poor fish in the net of absurdities flung around him in school, usually comes to think of himself as stupid. The schools have therefore never been places for the stimulation of young minds. If all through school the young were provoked to question the Ten Commandments, the sanctity of revealed religion, the foundations of patriotism, the profit motive, the two party system, monogamy, the laws of incest, and so on, we would have more creativity than we could handle. In teaching our children to accept the fundamentals of social relationships and religious beliefs without question we follow the ancient highways of the human race." (Henry, 1963, p.283-288)

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H. THE CONTEXT AND STRUCTURE OF WARREN'S INTRODUCTORY PSYCHOLOGY COURSE

A PHILOSOPHY OF EDUCATION

The Schooling vs. Learning paper claims that the hidden curriculum (or real purpose) of the typical school is to train you to be stupid (fearful, dependent and unthinking) but have some appearance of being educated (knowing stuff). This trick of being "knowledgeably stupid" is called being "Schooled". You may know facts (memory) but you can't work with them or generate them for yourself (thinking). Basically, school is training to "fake it" or "bluff". While this has some social

use (e.g., playing poker and politics etc.), it is much more satisfying to be the competent, honest, happy, productive and knowledgeable person you were meant to be.

Schooling vs. Learning also describes the "Vaccination theory of education" and the "Educational accounting system" as being the main blocks to real learning and true education. What we try to do in our courses is use this "educational accounting system" of grades, credits etc. to move you closer to the "natural learner" (described in the paper). This means that good grades in this psychology course are achieved by being a skilled, thoughtful, active independent learner. Lower grades are given to those who do a typical schooling job (passive, unquestioning memory approach).

Ideally, the infamous "3 Rs" that are so loved by the back to basics bunch need to be updated as follows:

REASONING
RESPECT for SELF and OTHERS
RESPONSIBILITY

THE DETERMINANTS OF THE CONTENT AND METHOD OF THE COURSE

There are certain restraints and implicit agreements which determine what is covered and how it is done. These need to be specified. The sources of influence are the following:

1. UNIVERSITY PSYCHOLOGY DEPARTMENTS: Most students ask whether an academic course is transferable to the universities: "Is it a UT Course?" (a typical "educational accounting" question). Psychology courses are UT. There is an agreement between Kwantlen College, the Kwantlen College Psychology Department and the Universities as to what is acceptable for transfer. As a consequence, however, university approval places restrictions on this college psychology course. The core content of the course and aspects of the assignments and evaluation methods are determined by what universities consider acceptable. Specifically, the selection of the core text book, the use of quizzes or exams, the assignment of letter grades and points and other "educational accounting" junk, certain library and research requirements, writing styles and so on seek to meet the UT aspects. These may or may not be learning experiences for you but they do train you to take more courses at "higher" institutions.

2. PSYCHOLOGY AS A PROFESSION AND DISCIPLINE: Closely related to "1" is the relation of this particular course to the total profession/discipline of psychology. Since the content of psychology is extremely broad this allows more scope in the course. There is no hard and fast universal agreement on what psychology encompasses and, since it is very broad, different people emphasize different areas. The same is true of the universities psychology departments which will have a particular point of view of what they consider true or the best. The core text book in our courses is a reflection of the general consensus of the discipline of psychology about the content of psychology but this does not mean that this is all of the possible content. Thus, I go beyond the core content of the course to indicate the broader field of possible psychology content. This is reflected in the variety of options and projects which make up the course content beyond the common core requirement.

3. YOU AS A UNIQUE INDIVIDUAL: You have (or should have) your own particular interests and reasons for taking this psychology course. Since you have signed up for a UT Psychology course you have agreed to the constraints and requirements described in "1" and "2" above. This is

true even though only about 15-20% of the students actually do transfer to a university. Thus, I attempt to provide for the 80-85% of the students who aren't being trained for "more of the same at a `higher' level". I do this by individualizing both the content and the methods of the course.

Students differ in both WHAT they want to learn and HOW they want to learn it; that is, content and method. This aspect of the course causes the most upset in students. They are shocked that, beyond the basic core content, I don't tell them what and how to learn. Neither do I hold with the "Tell `em `n test `em" model of universities and so I de-emphasize preset lectures. Lectures (or more accurately "lecturettes" "sermons" and "rants") are for these purposes: to clarify aspects of the core material, to expand on the core and introduce more recent or different subjects and to communicate my particular interests and excitements to students so that they may, IF they choose, take up these new topics.

I do provide many suggestions and options to consider. Typically, students take the "schooled" approach to this challenge and ask "educational accounting" questions- how much work do I need to do for a given grade. Implicit in this question is the typical mini-max strategy of schooling: minimum effort for maximum grade/points. Very little concern for learning what is most interesting or relevant for their goals. Indeed, the typical student has at best only very vague goals (except to pick up credits and grades with the least effort). Typically, they want to know what is the easiest option. The educational or true learning answer to that question is "The option you are most interested in pursuing." If you dislike or don't resonate to a topic or method of learning, then that topic/method will be hard for you. If you do "connect" then the process and product of your efforts will not be experienced as hard, even though they may involve considerable work and effort. People don't resent work and effort (called "assignments" in the world of "educational accounting") if it relates to their goals and interests.

4. THE INSTRUCTOR: the most important learning you can do is develop **CAPTAPS:**

Creative And Productive Thinking And Problem Solving skills.

One very important idea for you to grasp and act upon is the fact that the future will be unprecedented; what worked in the past will probably not work in the future. Society is moving from emphasizing consuming industrial goods through emphasizing using electronic hard/soft ware (the current computer revolution which became obvious in the late 1950's) to the next phase of emphasizing broad based expertise in information processing and thinking: i.e. A CAPTAPS SOCIETY.

Society is presently in this process of social change but many people are using skills and thinking useful in the past, not the present or future. The mentality "If it was good enough for me, it's good enough for my kids. Back to the good 'ol days. Back to basics" will lead to our self-destruction.

The "Paradigm Shift" described in Schooling vs. Learning gives you some idea of what direction education needs to move as well as describing where we are coming from ("old assumptions"). In general we are rapidly moving to The Information Age but too many have the mental set that worked in The Industrial Age. Several other major social trends are described in the Schooling vs. Learning paper as well.

One ironic implication of the above, and one which students and many instructors have great difficulty accepting, is that the fact that specific information content of the course is really of

secondary importance. It has always been true that you forget most specific content in a short time. Typically, you will have a feeling of familiarity with psychology concepts, ideas or facts and when you run across them later something like the following will happen: "Oh yea! I've heard about that. Now, where was it?...Oh yes! We studied that in psych. Now, what did they say about it?..." and so on. Thus your specific knowledge may not be great but you will have a kind of background pool of information that will help in understanding the world.

Because we are in the process of an information explosion in psychology and the other sciences, the "facts" and "explanations of facts" (theories) are constantly being revised and updated. The content of a typical psychology text is at least 5 years out of date when you get it. There is at least a year lag between the discovery/invention of a fact/theory and its publication in professional journals. The collection of these facts/theories into a psychology text will take at least another 4 years. Really innovative and challenging theories may take a whole lifetime to make it into a text (you have to wait till the "old guard" dies!!).

So, the question becomes, what useful outcome can you expect from a psychology course aside from the credits/grades, a background exposure to a body of knowledge and a few miscellaneous bits of information? Our hope is for you to increase your CAPTAPS skills, using psychology as a medium.

I cringe at SHEEPLE: bored, dependent, manipulative, unmotivated, indolent, fearful PEOPLE that seem to be the most common outcomes of society and its schools. Now there are also increasing numbers of Turkeys and Jerks (those who think it's "cool" and acceptable to LIE, CHEAT, AND STEAL). I estimate that about 10% of recent high school students attending college are like this. When I think of the problems that confront us and the fact that many scientists feel we have until 2010 to solve the ecology crisis, I am deeply saddened by these "social products".

Thus, the very common "Vaccination Theory of Education" along with the recording of it in the "Educational Accounting System" is MIS-EDUCATION and results in PEDOGENIC ILLNESS and HALF MINDED THINKING. One good result of all this is that what you need to do to pull ahead of the pack is well defined. However, what you need to do is not "More Of The Same" (M.O.T.S.). In addition to knowing the material, you need to analyze, criticize, compare, contrast, synthesize, integrate etc. information as well as create ways for generating, examining and testing the validity of new knowledge.

DEFINITIONS OF HIGH (A) LEVEL COGNITIVE BEHAVIOURS

Below I give some of the typical thinking skills that are requested and found in many assignments and essay examinations. Since many students are unclear as to what these involve I provide you with some preliminary definitions and descriptions. You will note that they do not require you to reproduce from memory a duplicate of the information. They go way beyond mere recognition of correct answers ala the "multiple guess test". I've only taken about 3 "multiple guess tests" outside of schools. (for my drivers examinations!!). Other than that, the high level test taking skills I learned in school have been useless.

- **COMPARE**: Examine qualities or characteristics in order to discover resemblances. The term is usually stated as compare...with... and implies that you are to emphasize to emphasize similarities, although differences may be mentioned.

- **CONTRAST**: Stress dissimilarities, differences or unlikenesses of associated things, qualities, events or problems.

- **CRITICIZE**: Express your judgment with respect to the correctness or merit of the factors under consideration. You give the results of your own analysis and discuss the limitations and good points or contributions of the plan or work in question.

- **DEFINE**: Give concise, clear and authoritative meanings. Details are not required but boundaries or limitations of the definition should be briefly cited. Keep in mind the class to which a thing belongs and whatever differentiates the particular object from all others in the class.

- **DESCRIBE:** Recount, characterize, sketch or relate in narrative form.

- **DISCUSS**: Give a complete and detailed examination, analyzing carefully and presenting considerations pro and con regarding the problems or items involved.

- **EVALUATE**: Present a careful appraisal of the problem, stressing both advantages and limitations. It implies authoritative and, to a lesser degree, personal appraisal of both contributions and limitations.

- **EXPLAIN:** Clarify, elucidate, and interpret the material you present. State the "how" or "why", reconcile any differences in opinion or research results, and, where possible, state causes. The aim is to make plain the conditions which give rise to whatever you are examining.

- **INTERPRET**: Similar to explanation, you translate, exemplify, solve or comment upon the subject and usually give your judgment or reaction to the problem.

- **JUSTIFY**: Prove or show grounds for decisions. Evidence should be presented in convincing form.

- **PROVE:** This demands confirmation or verification. You establish something by evaluating and citing evidence and/or by logical reasoning.

- **RELATE**: Emphasize connections, relationships, and associations in a descriptive form.

- **REVIEW**: Give a critical examination where you analyze and comment briefly in an organized sequence upon the major points of the problem.

- **SUMMARIZE**: Give in condensed form the main points or facts. All details, illustrations and elaboration are omitted.

- **TRACE**: Give a description of progress or a historical sequence for a course of events, at times involving probing and deductions.

INDICATORS OF INTELLIGENCE. SOME CAPTAPS ©ATTITUDES

Preliminary to the skills of thinking and problem solving (some of which are given above) are certain attitudes and beliefs. These will make life more interesting and enjoyable as well as more peaceful and cooperative in its general flavor. I recommend that you STOP focusing on what you believe because

THE BELIEF THAT,
"WHAT I BELIEVE IS TRUE",
IS FALSE!!.

Rather, neither believe nor disbelieve but seek to EXAMINE, TRY OUT, CONSIDER, TEST, EXAMINE, EXPLORE, RESEARCH, LEARN ABOUT AND SEEK NEW AND DIFFERENT IDEAS AND WAYS OF THINKING AND CONCEPTUALIZING. The goal is to develop the ability to make assessments and judgments on the basis of well supported reasons and to keep an open mind, but not so open that your brains fall out. The prerequisites for CAPTAPS include developing some or all of the following dispositions:

- to be well informed
- to be willing to ask questions, understand the issue, and clarify the problem and to not oversimplify
- to wonder, be inquisitive, curious, and enjoy problem solving
- to draw on past knowledge and apply it to new situations
- to take seriously points of view other than your own and listen with understanding and empathy
- to take seriously points of view of other cultures and times: recognize the cultural and historical contexts of information and beliefs
- to consider alternative interpretations and be flexible in your thinking
- to seek reasons for your beliefs, analyze your biases and assumptions
- to withhold judgment in the absence of sufficient evidence or the presence of plausible alternatives
- to tolerate uncertainty and overcome impulsivity
- to use ingenuity, originality, and insightfulness
- to be precise in your use of language and thought
- to be aware of your own thinking processes and monitor and improve them (self-questioning)
- to be persistent in problem solving and not give up easily
- to take or change a position when the evidence/reasons warrant it
- to use credible sources and check information for accuracy
- to be rational and resist emotional reasoning but also recognize, value and use your intuitions
- to make use of all of your senses

COURSE WRITING REQUIREMENTS

Writing is required in the course but it has a different purpose than the production of essays. I don't forbid formal psychological essays but I don't feel that they are the most productive type of writing unless you wish to learn how to write in this manner. I emphasize the use of the Learning Process Journal where the writing is much more personal and informal and the rigid requirements of essays

and formal papers are relaxed to emphasize the more general requirements of writing clearly, forcefully and convincingly. The reason for this opinion is that we see the broad purposes of writing as twofold:

TO MAKE SENSE OF NEW INFORMATION
TO COMMUNICATE

Other, more specific purposes for writing in the course are:

- To help you think more clearly
- To develop concepts and ideas
- To put things into your own words and thus help your understanding
- To clarify ideas and theories
- To help you remember
- To order your thoughts
- To clarify your doubts and contusions
- To relieve tension and confusion and express feelings
- To communicate your ideas and learnings
- To learn the conventions of writing so that they communicate your ideas in a clear and forceful manner
- To make speech more concrete
- To reflect
- To extend your sense of wonder
- To speculate
- To extend your awareness
- To extend your intellect and creativity

SUMMARY OF THIS ORIENTATION TO TEACHING AND COURSES

I emphasize options to accommodate individual differences among students. The options include both sources of learning (learning activities) as well as products/output of learning. I encourage you to use your total life situation as a source of learning and de-emphasize the idea that learning only occurs in a class or school. I emphasize that the process of learning is just as or more important than the outcome; in fact, the most important learning you can do is "Learn How To Learn". This inquiry skill/attitude will last a lifetime and never become outdated and obsolete while most facts and theories are only temporarily true.

I am committed to involving you actively in your education and in avoiding as much as possible the passivity (the "tell 'em 'n test 'em" instructional model) of so much of what passes for higher education. In most settings, the instructor, being the most active, learns the most. In my classes I emphasize the productive-creative aspects of learning, all based on a foundation of information and skill acquisition. The real agenda of my course is to have you move toward taking responsibility for your own learning and life outcomes by moving you toward an "Internal Locus of Control" orientation to school and life. I also encourage students to develop both:

- the desire to work hard and to do a good job;
- a preference for difficult, challenging tasks and;
- a preference for meeting internally prescribed standards of performance excellence.

When you learn something, it is not enough to give it back in a minimally productive manner. What is important is what you do with it, what gains you make in new ideas, approaches, questions, procedures, problems, solutions, etc. I found the "Skill" (?) of picking right answers on multiple guess tests of practically no use in life. I have used this "Skill" maybe 3 or 4 times outside of school, mainly for my written drivers exams.

Thus, as an alternative to the usual model of instruction, I have developed an individualizing technique which allows for two major paths through the course (Textbook Emphasis Path: TEP and Project Emphasis Path: PEP) to the same grade goal but includes a common set of core requirements while allowing for the productive-creative aspects of learning. One virtue of this approach is that it can be used in relatively traditional settings.

THE MAIN FEATURES OF THIS APPROACH TO CLASSES

1. There is a core curriculum and assignments necessary for a C. I try to keep these to a minimum so that those who wish to learn by doing in depth projects have the time to do so.

2. The first assignment beyond the basic C core requirements is to read and provide a Comprehensive, Integrative, Applied, Specific, and Future Oriented review-commentary on the Schooling vs. Learning paper. Satisfactory completion of this assignment gives a C+ grade.

3. For more than a C+, there are a variety of activities/sources available to learn from and a variety of products/methods available for demonstrating this learning.

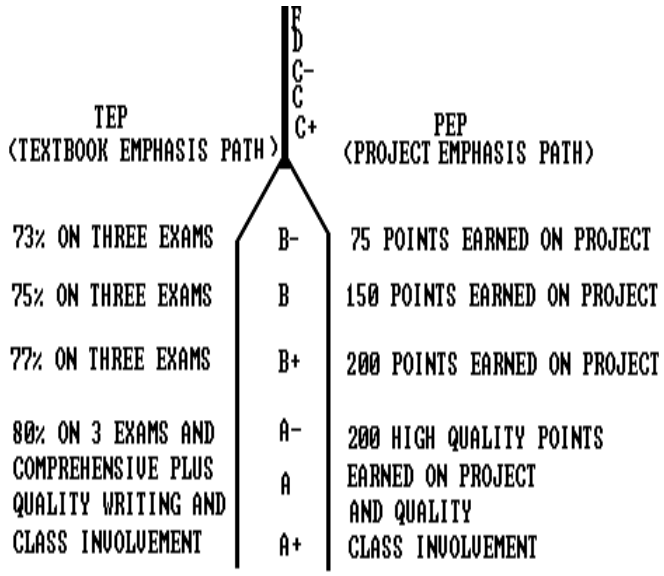
There are two basic paths to take for grades beyond C+ and both involve a cumulative point system. Up to the B+ level these points mainly reflect quantitative criteria or amount of work done in the course. At the A levels, more qualitative criteria are used.

Thus, for grades beyond C+ two types of criteria are used:

- Quantitative criteria: Number of points earned in terms of the amount of work done ("Bricks) or points on exams.

- Qualitative criteria: the quality of your involvement in the class and course and your written work. I have given some guidelines that I use described in the sections of this syllabus: "Class Attendance", "Classroom Behaviour Etiquette Expectations...", "Some CAPTAPS Attitudes" "Course Writing Requirements", and "Definitions of High (A) Level Cognitive Behaviour".

A PICTURE OF THE TWO PATHS DESCRIBED IN THIS COURSE



a. TEXTBOOK EMPHASIS PATH: TEP: This path is one used in most courses and the one you are probably most familiar with since it is the typical schooling method. If you choose this as your method for going beyond C+ you will focus most of your time and energy in mastering the content of the text. The method of gaining points beyond the "C+" grade requirements will be through scores on a series of exams. The requirements for higher grades gradually increase from the B- level to the A+ level.

Two aspects determine grades beyond C+: (1). the number of points gained on the exams and (2) the quality of the written work and involvement in the course. For the A range of grades, the written work involves a high quality "Summary Statement of Learning" using the instructions contained in Looking Back to the Future as well as doing a high quality written assignment on the Schooling vs. Learning paper. (High quality means the writing is Comprehensive, Integrative, Applied, Specific, and Future Oriented). In addition, I use the quality of your involvement in class.

b. PROJECT EMPHASIS PATH: PEP: If you choose this as your method for going beyond the C+ level requirements you will focus most of your time and energy in doing a project of your own choosing. This path emphasizes you as an independent learner and requires self-motivation, time management, planning, goal setting, self-reward and in general a higher level of autonomy and an internal locus of control.

The method of gaining points beyond the C+ grade requirements will be through the amount and quality of the work you exhibit in your "Learning Process Journal" or other product suitable to your project. The requirements for higher grades gradually increase from the B- level to the A+ level. Up to the B+ level, these are mainly quantitative (amount of work) criteria. For A grades you complete the B+ requirements plus show consistently high quality work. I especially look for high quality writing in the "Summary Statement of Learning" using the instructions contained in Looking Back to the Future as well as doing a high quality written assignment on the Schooling vs. Learning paper.(High quality means the writing is Comprehensive, Integrative, Applied, Specific, and Future Oriented). In addition, I use the quality of your involvement in class.

Additional LEARNING ACTIVITIES include such things as Readings in books, professional journals, popular literature, etc.; Viewing/Listening to lectures by others, conferences, TV. and radio programs, movies, films, video- and audio tapes; Observing self and others; Experimenting with self and others; participating in Personal Growth/Self-Exploration activities; and Volunteering/Mentoring. Any combination of these activities can serve as a source for learning selected content of the course.

The TYPES OF PRODUCTS/METHODS used to demonstrate learning include a Learning Process Journal which is the most flexible product since it can include any and all of the activities. Class Presentations and Formal Papers and Research Projects are appropriate to a specific topic area.

4. My instructional role is not one primarily lecturing but more of a resource person, learning facilitator, role model, encourager, ranter, preacher, provoker, etc.

5. Evaluation is frequent. The type of evaluation is different in the two paths (TEP and PEP). Both paths have firm due dates for moving on to the next grade level and so you must pay close attention to them.

DO NOT PROCRASTINATE

a. In the Project Emphasis Path (PEP) the feedback facilitates progress in exploring your area and improving the expression of the learning taking place. The course is cumulative in its basic structure. You go through the course doing the various activities and turning in various products.

You receive points or "Bricks" (See "Score Keeping for PEP Students"). This means that you should know how close you are to your grade goals at any given time. If you planned to achieve an B+ grade at the beginning of the course but for some reason you did not complete your course plan, you do not loose the points gathered up to that time. As long as the core material is completed, you can obtain the higher grade than C+ depending on how much of your project is done.

b. In the Textbook Emphasis Path (TEP) you know at what grade level you are achieving after each of the three term exams and the comprehensive. This is clearly laid out in the "Score keeping (exams) for TEP students". The number of points needed is indicated for each grade level. These exams are multiple guess but at a more sophisticated level than the quizzes. If you choose this path, it is important that you plan to accumulate at least the minimum points for a B- on the three exams. Otherwise, the exams don't move you beyond the C+ range and you have just wasted your time and energy. The rules of scoring and marking are the same as for all exams and quizzes. (see # 6 below)

6. The C grade level quizzes have just 10 questions for each chapter, using multiple guess questions. They serve to motivate you to read the required material at a basic recognition memory level; not at a high mastery level. There are several equivalent forms of the same test and you are required to achieve a certain percentage on one of these forms for your "S" (Satisfactory) mark for that chapter. Thus, you have a chance to re-do a test if you do not achieve sufficient mastery on the first try.

In addition, on ALL quizzes and exams you are allowed multiple answers on each question. This method provides partial credit for partial knowledge. In a typical test, if you're not sure of the correct answer you can usually reduce the possibilities to two or three out of the four alternatives. If the manner of scoring the test is either right or wrong, then the student who didn't have a clue and

so missed the answer is treated the same as the student who knew it was one of two and unfortunately picked the wrong one. Partial knowledge is treated the same as total ignorance. The scoring system reflects this difference.

At the C grade level you are required to obtain a satisfactory mark or "S" and this "S" can be obtained with several patterns of answers. In the Text Emphasis Path (TEP) the exams beyond the C+ level accumulate points and your grade depends on the number of points you acquire. Make sure that you at least accumulate enough points for B-.

Finally, on ALL quizzes and exams, if you do not like any of the alternative answers provided in the multiple guess format, you are free to provide your own written answers on the back of the answer sheet.

7. Tests and other assignments may be completed whenever you are ready UP TO A DEADLINE DATE. Some of these deadlines are determined by the instructor and indicated on the course schedule in order to prevent the bad effects of procrastination. Other deadlines are determined, within limits, by you in consultation with the instructor. This means that you can go through a course as fast as you desire and are allowed a certain degree of scheduling flexibility during the course. So *you are encouraged to take quizzes ahead of the indicated schedule and on as many chapters as you wish*. Since the end of the term is typically "crazy time" I strongly suggest that you use the flexibility provided in this course to **FRONT LOAD** your work. Most students who do this feel much calmer about school. There is a PENALTY for taking quizzes after the due date.
You are NOT free to go as slow as you want without a penalty.

8. If you are going for more than a C+ you are required to choose ONE of the two paths through the course: Textbook Emphasis Path: TEP OR Project Emphasis Path: PEP. If you select the Project Emphasis Path: PEP route then you must submit a plan indicating your option and target submission dates. (See Course Mutual Agreement and Plan where you describe, in as much detail as possible at the time, what the you plan to do and your target dates for submitting your work for evaluative feedback. This plan is changeable upon mutual agreement between student and instructor.)

9. Items 7 and 8 allow a great deal of flexibility within the typical rigid time frame of most college courses. You are able to arrange and make allowances for your own personal time tables. Although most students take the full course term to complete their program of study, it is possible to complete the course in less time.

10. At the end of the course, if you want grades of B- or higher, you MUST do a Summary Statement of Learning: SSL using the guidelines in the paper Looking Back to the Future. The SSL requires you to review ("Look Back") your TOTAL COURSE FROM BEGINNING TO END, identifying the main learnings as they apply to growth and change in your physical, intellectual and social/emotional lives with an indication what new avenues of learning opened up to you ("The Future").

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You basically answer two questions:
"What Happened?"
"What Next?"

LOOKING BACK TO THE FUTURE:
GUIDELINES FOR YOUR SUMMARY STATEMENT OF LEARNING: SSL
Based on the original work developed by Paul Peel

If you want grades beyond the B- range, you are REQUIRED to provide a Summary Statement of Learning: SSL at the end of your course. The SSL is a way of providing closure and meaning for your total course where you state the tentative conclusions you have reached in your study and indicate ideas and areas for future study.

YOU BASICALLY ANSWER TWO QUESTIONS:
"WHAT HAPPENED?"
"WHAT NEXT?"

THE SSL IS A REQUIREMENT FOR B OR HIGHER GRADES AND THE QUALITY OF THIS SSL WILL BE A MAJOR CRITERION IN THE DECISION FOR UPPER GRADES. I USE THE BROAD CRITERIA (see description in part "E.4.") OF HOW COMPREHENSIVE, INTEGRATIVE, APPLIED, PERSONAL, SPECIFIC AND FUTURE ORIENTED YOUR SSL IS. THE SSL WILL INCLUDE A SUMMARY STATEMENT OF ANY PROJECT WORK DONE DURING THE TERM BEYOND THE TEXT EXAMS.
NOT PRODUCING AN SSL WILL DROP YOUR FINAL GRADE IF IT IS B OR HIGHER

I suggest that throughout the term you take notes and reminders in a journal of things you want to comment on in your SSL. The journal is **NOT THE SSL** but just records those things which you wish to comment on in summary form at the end of the term. When you go to write you SSL consider the following: sit in the place where you usually study psychology and go through all your notes and reminders, papers, handouts, class schedule, assignments, projects and texts. Especially be aware of your first impressions of the course. Remember your first day in class and then move forward in time until you reach the present, paying attention to significant learning events as they unfolded. This provides you with a panoramic view of your progress through the course. Sketch out a time line or mind map of these events (answering "WHAT HAPPENED?") and do a rough draft of your SSL.

The SSL will be looking at three areas of growth and change answering the questions "WHAT HAPPENED?" AND "WHAT NEXT?" regarding:

Physical Growth and Change
Cognitive Growth and Change
Affective Growth and Change

Each of these areas has behavioural aspects which can be identified. Your task is to identify your behaviour which has been affected by this course. THE FOLLOWING GUIDELINES AND SUGGESTIONS ARE LISTS INTENDED TO STIMULATE and PROVIDE YOU WITH IDEAS

OF THINGS TO EXAMINE IN YOUR SSL. DO NOT BE RESTRICTED TO THESE LISTS ALONE.

Examine those aspects which reflect your growth and change ("WHAT HAPPENED?") or indicate possible further improvement, study and learning ("WHAT NEXT?"). GIVE CLEAR, SPECIFIC EXAMPLES to support your statements by relating an experience (who, what, when, where, how) that reflects this change. Feel free to use graphs, charts, figures, pictures, mind maps, diagrams etc. Since learning represents change, focus on those aspects that have changed. This answers "WHAT HAPPENED?". You probably will discover areas in which no change has occurred. This indicates a possible new set of goals which answers "WHAT NEXT?"

WHAT HAPPENED? and WHAT NEXT? regarding Physical Growth and Change:

This area is traditionally under emphasized. However, you may, upon reflection, find changes if you look and see. Give examples to make the changes and new goals vivid and meaningful. You could include your ability to handle fear, to sit and relax, your breathing patterns and your sensitivity to your body cycles and needs. Some things relate to cognitive growth such as the ability to concentrate and ignore distractions indicated in length of study times or ease of study. Awareness of your sensations and perceptions is basic. Has your awareness of body processes changed? Has your awareness of your nonverbal behaviour changed?

WHAT HAPPENED? and WHAT NEXT? regarding Cognitive Growth and Change:

Examining the intellectual aspects of your experience in this course calls for a review of important information and your understanding of the ideas encountered. Since this self assessment reflects your journey toward knowledge and understanding, it is just as important to state what you do not understand as stating what you do understand.

For each of the following possible SUGGESTIONS, give examples to make the changes and new goals vivid and meaningful.

SUGGESTED TOPIC AREAS

1. List new terms that you have encountered and tell how the use of these terms has increased your knowledge and understanding of human behaviour.

2. Which psychologists or theories have you understood best. Tell how these people and ideas have influenced your approach to understanding yourself and others.

3. Which psychological principles have you acquired? Give an example of an application.

4. What psychological research studies or areas interested you the most? How are they important to you?

5. What psychological interpretations do you use to help yourself or your friends and relatives to understand behaviour?

6. When were you able to ask questions related to psychological matters either in or out of class? What issues did you discuss with friends or family? Were there movies and books that you could understand in a new way?

7. How do you apply psychological principles in your everyday life?

8. What are your favourite psychological terms, concepts and principles that you use while speaking or writing? Give an example of the way you use them.

9. How did your ability to describe and evaluate others and yourself change?

10. How did your performance change during the course? Look at such things as study habits, test results, ability to read professional literature, use of texts and other reference materials, use of notes or mind maps, cooperative learning and study situations, discussions with others, class presentations.

11. Has your ability to set realistic goals and work toward them changed? For example, did you give yourself too little or too much work and were you able to meet deadlines? How well do you plan? Do you end up cramming or leaving things to the dead line (i.e., did you pace your quizzes and assignments "comfortably")?

12. How did you use imagination (using visual, auditory, feeling and other senses to make this image psychologically real) to help you reach goals? Do you imagine how a project will look upon completion? Describe how you have used imagination skills to study or to play sports or perform more effectively... or to live more fully.

13. In which areas of human relations would you like to continue your learning? How do you see psychology being useful to you in the future?

WHAT HAPPENED? and WHAT NEXT? regarding Affective Growth and Change:

Here is an opportunity for you to examine your attitudes, values and social or emotional patterns, especially as they relate to course or class experiences.

For each of the following possible SUGGESTIONS, <u>give examples</u> to make the changes and new goals vivid and meaningful.

<u>SUGGESTED TOPIC AREAS</u>

1. Assuming that psychologists have a certain bias for viewing the world, how has this course affected your viewpoint? In what way do you see psychology differently now than at the beginning of the course?

2. How has your ability to relate to or work with others changed? In what ways do you work differently with males and females, older people and younger people, relatives and friends?

3. Which of your values have been questioned as a result of information received through this course? Does "love", "emotion", "sanity", "mental stress", "I.Q.", "creativity", "intelligence"

etc. have the same meaning for you? Does verbal or non-verbal communication still mean the same thing to you?

4. What about self-concept, self-esteem?

5. How has your awareness of your feelings changed? Give specific examples of how understanding emotion or motivation affected your life?

6. Which psychologists or theories have had the greatest impact upon you? (both positive and negative). Describe your feeling reaction.

7. How does your attitude toward your instructor affect your performance in this course? What ways have you let your instructor influence you? What do you value or criticize in your instructor's style of teaching?

8. How was your class attendance and punctuality? How do these reflect your attitudes toward the course?

9. How did you maintain your interest for the duration of each class? Which classes did you dislike? What distracted you the most? Were they mostly inner or outer distractions?

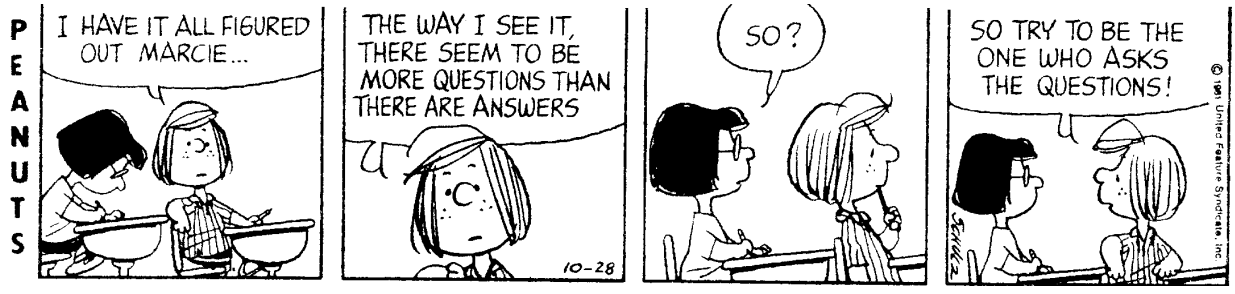
10. How involved did you let yourself become in class or the course? Did you notice change in your classroom behaviour?

11. How has your motivation and discipline changed? Do you talk, read the text, study, etc. during AV or speakers/lectures? Do you use articles and AV from the library or lab, do extra reading, study or observations?

12. What value do you place on working outside classes or with a fellow student?

13. How much contact did you make with others in the course or class? Give examples of your interpersonal relationships with others in the course.

14. What do you like best/least about this course's approach to understanding human behaviour? How did you let this course help you understand yourself better? Has your course work clarified your own development, talents, strengths and weaknesses, preferred learning methods and styles?



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BRIEF DESCRIPTIONS OF TYPES OF PROJECTS THAT CAN BE DONE in the TEP PATH FOR LEARNING BEYOND THE TEXT BOOK QUIZZES

The psychology lab/resource center has many items (print, audio, video and computer) that you may use to enrich your learning. You are free to borrow these and explore the many areas of psychology that may interest you.

I am very willing and happy to consult with and assist you in doing your project. Also, know that more complete descriptions of each are available for those interested in specific options.

VOLUNTEERING OPTION

This involves using psychological skills and knowledge in an applied setting by helping professionals in the field as they work with and for their clients. In addition to the actual work, you may keep a Learning Process Journal (see below) of your learning experiences and, at completion, obtain a letter of recommendation/evaluation from your supervisor. More detailed instructions are available on volunteering as well as the LPJ. This is an excellent way to obtain experience for use in applications for employment as well as find out if you're interested in a particular line of employment.

MENTORING OPTION

Mentoring is another excellent and challenging way to gain experience in the field of teaching. You will be working intensively for 8-10 weeks with a primary school student on an educational enrichment project, mutually agreed upon and in cooperation with the student's school. The student will be preparing for an oral/AV assisted presentation of the project conclusion to her class. You will be learning how to facilitate learning following a "Helping relationship Model" and "Four Phase (10 step) Educational Enrichment Model". This option requires close liaison with the student's school. Two VHS tapes are available in the psychology lab/resource center for you to watch, each about 30 minutes or less. In addition there are written materials for reading which describe the mentoring program.

GENERAL LEARNING PROCESS JOURNAL

The ***General*** Learning Process Journal (GLPJ) is a very flexible method for recording your learning process as well as end product. It is used to record the learning outcomes of any of the activities you may engage. No specific activity is required; anything that is relevant to the course can be included in the ***General*** Learning Process journal. The LPJ is also used in several options to record progress/learning. It is a continuous activity done throughout the term. The focus of the content of all LPJs (whether general or specific) is primarily on what and how you are learning from what you are doing and secondarily on what you are doing. The difference between the ***General*** LPJ and others is mainly in the content. The others are more focused on a specific project or topic where as the General LPJ is not. [See instructions later on].

SELF EXPLORATION OPTIONS

There are several Self Exploration projects where you use your self as the subject to learn some area of psychology in depth. You can record your learnings in a Learning Process Journal (LPJ). (see the description of the General Learning Process Journal). A list of Self-Exploration projects follows and separate handouts are available with more information on each self-exploration project as well as the detailed instructions for doing an LPJ.

Below are brief descriptions of various ways of using yourself as a subject to learn about some area of psychology in more depth. Your motivation in **t**hese projects is increased self-knowledge and competence.

To help you with this activity there are instructions in the handouts:

- *General Instructions for Self-Exploration Projects.*
- *Learning Process Journal: LPJ.*
- *Psychology Lab Tape Resources lists the audio and video tapes available indicating the topic area that they are most relevant to.*
- *the specific instructions that accompany each project description are used as GUIDELINES for the self exploration.*

1. **Assertiveness Training:** Using tapes and a workbook you learn the behaviour modification skills necessary to becoming more assertive.

2. **Communication Skills:** An opportunity to improve your interpersonal communication skills following specific instructions using either structured interpersonal interactions with a partner and/or following a taped program.

3. **Families:** Using a behaviour modification approach, you will learn the skills needed to help you pinpoint, record, modify and reward the behaviour of your children (and your self and family) in a more positive and rewarding direction.

4. **Cognitive Relaxation and Alternative States of Awareness:** The program begins with instruction in a basic self-regulated "Meditation" technique (using tapes, workbook and questionnaires) and then moves into exploring alternative meditation approaches and finally introduces you to the potential usefulness of alternative states of awareness.

5. **Expanded Intuition Training: T**he program involves a workbook and 6 instructional tapes. It offers clear, direct tools to tap the power of intuition and gives practical training in the use of intuition in life. There is an "Intuition Sampler" tape of about 40 minutes that explains and illustrates the various aspects of the program.

6. **Dreams:** Using the A.R.E. program, you will explore various theories and techniques of dream interpretation and application.

7. **Stress and Lifestyle Management:** Offering an alternative to stressful living, this program instructs you in anti-stress nutrition, exercise, cognitive and physical relaxation techniques and more adaptive styles of thinking and behaving.

8. **PsychoPhysical Health, BodyMind Integration and Kinesiology:** The psychology lab/resource center has many articles on this topic area including those on how food influences your psychophysical being. There are resources for you to explore the "Holonomic Energy/Information Model of the Human BodyMind" and kinesiological approaches to brain integration and stress reduction.

9. **Goal Setting:** The program, using tapes and a workbook, gives you knowledge and skills to become much more productive, creative and efficient in life using positive imagery, affirmations, positive self-talk and goal setting techniques.

10. **Curing Self-Sabotage in Learning and Life:** A very extensive program using audio tapes and a guide book incorporating many approaches to the topic. It includes topics such as focusing in on your body's messages to you, studying your irrational beliefs, automatic inner conversations, becoming your own best friend and a winner in life using positive self talk, affirmations, imagery and creative self commands.

11. **Memory, Concentration and Studying:** You explore a variety of systematic memory techniques and study skills and are introduced to the "Whole brain/mind" approach to learning and memory.

12. **Creativity:** You will experiment with different exercises and approaches to enhance creative, problem solving, thinking and action.

13. **Using Music and Sound to Enhance Learning and Life: E**xplore with tapes and readings, how music and sound influences you for good or ill. Music and sound are very important but ignored influences in our lives and this program explores their many ramifications.

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LEARNING PROCESS JOURNAL (LPJ): INSTRUCTIONS

The Learning Process Journal (LPJ) is a record of how and what you are learning as you explore topics in psychology.

Except for the Scientific research and Mentoring options which each have specific writing requirements, the other options in my courses use some form of Learning Process Journal (LPJ). The LPJ is used instead of the usual formal essay and book report type assignments.

The LPJ can be specific, as when you focus on a particular self-exploration option such as Dreams or Creativity or Communication Skills etc. Or it can focus on a specific topic of interest to you such as Autism or Family violence or Effective advertising etc. Or it can focus on your volunteering project.

The LPJ can also be general, in which case you have no particular topic of interest and use the LPJ to explore many different topics. This "Mix and Match" approach is very open ended. This type of flexible open endedness is also a source of anxiety to many students used to the usual school writing assignments.

The LPJ is a learning tool as well as a proof of learning. It recognizes that the process is just as, or more, important than the product of learning. Learning, like life itself, is more of a journey and not

the production of "widgets". This "widget production" orientation of schools results in people focusing on THE ANSWER or COMPLETING THE ASSIGNMENT or PASSING THE COURSE (jumping through the hoops like a trained animal) and once they have DONE IT, THEY HAVE IT MADE (they get their treat). Although some parts of life are like this, it is not the whole of life (unless you have a largely meaningless life).

The LPJ also allows learning to be a personal activity that varies with each individual. Thus the writing requirements of a LPJ are personal and informal where you use your own style of writing. You can think of it as writing a letter to a knowledgeable and intellectual friend. The main thing to keep in mind is that the LPJ is a communication to the instructor of what you are doing and especially, what you are learning from what your doing. This means that many of the criteria for formal essays etc. are softened in favor of clear and forceful communication of your learning progress/process.

It is of utmost importance that you take time to think about what you are doing. Otherwise, your time spent telling about the things you are doing will not have much meaning. What you write is the only way the instructor knows about your project. She can't assume you were thinking something profound if you don't put this down on paper. Equally important, you can only develop your appreciation and understanding by being a careful witness to your experience and thought. The more you think and write, the more you are likely to gain a deep understanding of what you are doing.

The process of learning is life long. In a particular course, the process continues through out the term. A good LPJ will reflect this continuous and cumulative aspect of learning. The journal entries will build and expand on each other and will reflect the connections you are making between different information sources, your life experiences, your past beliefs and ideas, the new ideas and beliefs you are developing and any other relevant discoveries you are making. It will reflect the process of expanding and broadening your horizons and your vision of the world of ideas. More and more areas of knowledge should open up to you as you explore and you should discover many new and interesting avenues of future inquiry that you were unaware of before. Schooling tends to be fragmented and disconnected and encourages a short attention span. You take a course and are done with it. There is very little emphasis on making connections between courses, subjects, semesters or between school and life learnings. The same is true of TV, especially the news which uses the "And now this..." form of transition between reports of events.

To make sense of life in general and what you're doing in the course, in particular, you need to create and look for connection, not just collect a bunch of items or incidents to pile one on top of the other to come up with some body count of entries in the LPJ.

The LPJ requires self-determinism and active engagement in the process of learning. This is not what is usually required at school but it is what makes life interesting and rewarding and, in this course, it is what is required for grades in the B and A range.

SPECIFIC INSTRUCTIONS FOR THE LPJ

YOUR LPJ WILL BE RETURNED UNREAD IF YOU DO NOT FOLLOW INSTRUCTIONS NUMBERS 1, 5, 10, 11, 12, AND 14

1. Use a loose leaf notebook, preferably 8 1/2 X 11 and leave room for feedback, suggestions, comments etc. from the instructor. Loose leaf is necessary so that you can continue to work on your LPJ while the instructor is going over it. Don't turn in a bulky binder with lots of blank pages since they overload (physically) the instructor.
   IF THIS IS NOT DONE YOUR LPJ WILL BE RETURNED UNREAD.

2. Put your name and section number on the front of the LPJ for the instructors benefit.

3. Write legibly enough so that you can turn in your LPJ without having to rewrite it. This may mean double spacing or using only one side of the page. Feel free to include mind-maps and other holistic techniques to relay learning. The content does not need to be linear recording only.

4. Pick at least 3 dates to hand in your LPJ for FEEDBACK. The last date can not be later than the last date given on the course timetable for turning work in. Choose dates that are convenient to you and your situation. Turn in about equal amounts each time and don't dump it all at the end (a typical schooling behaviour). You may want some early FEEDBACK from your instructor on whether or not you're on the right track. Your instructor and psych lab assistants can also help find appropriate source material. In general, since this is a Learning **PROCESS** Journal, you will receive information feedback and suggestions for expansion, different approaches, new ideas and areas of possible study as well as evaluative feedback on how well you're doing with suggestions for improvement. To obtain higher grades, you MUST show improvement in your LPJ as a result of feedback from the instructor. You may choose to ignore suggestions, but if you do, don't wonder why your grades don't improve.

5. In the back of the LPJ, keep a list of ALL of your information sources. **IF THIS IS NOT DONE YOUR LPJ WILL BE RETURNED UNREAD.** This list is chronological, in the order that you used the source. It must be complete enough so that someone could find the material if they wanted (where this is appropriate). Use the accepted format for psychology bibliographies such as is used in your psych text. **IF YOU DON'T USE PSYCHOLOGY BIBLIOGRAPHY FORMAT, YOUR LPJ WILL BE RETURNED UNREAD FOR YOU TO CORRECT**. Include **ALL** books or parts of books, articles (popular, semi-technical and technical), films or videos, TV programs, audio tapes or radio programs, personal interviews or conversations, discussions, observations, volunteer experiences, etc.

6. If you are doing a general LPJ it's important to use a variety of types of sources as indicated above. You can use popular literature (newspapers, magazines, feature films etc.) but these are only starting points for further investigation using more professional and technical sources. You need to develop skills in the use of professional/technical sources for use in more advanced study. **NOT USING PROFESSIONAL/ACADEMIC TECHNICAL SOURCES WILL REDUCE YOUR GRADE**

7. The LPJ entries are not necessarily daily. Some days have several sources which could be written up. You should be making entries at least 2 to 3 times a week. The LPJ is a record of your learnings from your encounters with information sources of whatever form. You are expected to seek these out and not sit passively waiting for something to happen. Don't act like a Sheeple!!!

8. In grading, the instructor looks for your use of feedback to improve your LPJ, the quality or difficulty of the sources, the variety of sources used, how well these sources are integrated with your own ideas and with each other, how much you have thought about the source and in general how many of the higher level cognitive behaviours you use, such as: comparing, contrasting, criticizing, defining, discussing, evaluating, explaining, interpreting, justifying, proving, relating, reviewing.

9. The instructor is looking for your understanding of the ideas, concepts, theories, approaches, etc. You demonstrate understanding if you can do most or all of the following: a. State and explain the concept in your own words; b. Give realistic examples of the concept; c. Recognize the concept in various circumstances, how the concept can be used in different situations, how the concept can be changed or adapted; d. Describe situations where the concept is appropriate, useful or helpful and situations where it is not (or perhaps even harmful); e. Recognize connections between this concept and other facts, ideas, theories, methods, approaches; f. Foresee some of the concepts consequences; g. State the concepts opposite or converse; h. Use the concept in various ways and in various situations. This approach is a far cry from the usual copying from a source with a few minor modifications to avoid plagiarism. It is the direct opposite of the regurgitation model of schooling where the less digesting of ideas and using them to nourish your intellect the better your grade. Real learning involves making the material your own, not barfing it back in as close to the original form as possible.

JOURNAL ENTRIES

10. Make the first entry an orienting statement explaining what you are planning to do (your goal) and why you are doing it (your motivation and interest). This tells why you have chosen your initial topic or your plan for several topics, or your adaptation of one of the many self-exploration projects, or your plans for volunteering etc. In your introduction the instructor looks for a statement about the goal of your LPJ, what you are setting out to attain, your ideal. **IF THIS IS NOT DONE YOUR LPJ WILL BE RETURNED UNREAD. *EACH TIME YOU HAND IN YOUR LPJ FOR FEEDBACK, YOU WILL COMPARE YOUR PROGRESS TO YOUR INITIAL GOAL STATEMENT, A PROGRESS PERSPECTIVE.***

11. Date each LPJ entry. This date is the only way your instructor can know how often you are working at your project; it also provides you with an interesting time-line for viewing your development and change. **IF THIS IS NOT DONE YOUR LPJ WILL BE RETURNED UNREAD.**

12. At the beginning of each entry put the source in brief form. The instructor wants to see for each entry what source(s) was/were used. List them at the beginning of the entry briefly. For example, for a journal article put the author and title. For a book put the author and title and pages to which you are referring. If you use more than one source, make it clear which ideas

came from which source (including yourself). **IF THIS IS NOT DONE YOUR LPJ WILL BE RETURNED UNREAD.**

PLAGIARISM IS NOT ACCEPTABLE. IT IS DISHONEST SCHOLARSHIP AND YOU MAY RECEIVE AN "F" OR NO CREDIT FOR YOUR WORK.

Plagiarism means taking another persons ideas or words and saying that they are yours. When you copy something word for word they MUST be enclosed in quotation marks (") followed, in parentheses, by the last name of the author, the date of publication and pages where the quote is taken from. When you are rephrasing ideas from someone else you must give proper credit by citing your source including, in parentheses, last name of the author and the date of publication. The complete bibliographic information would go in the complete source list at the end of your LPJ using the accepted format for psychology bibliographies. (see instruction # 5)

13. Once you have covered your source (read it, watched it, listened to it, talked to it or whatever) put a BRIEF summary of what it was about, enough so that the instructor knows what went on (remember you are communicating). Then, **MOST IMPORTANT**, discuss your reactions to it, criticisms, agreements/disagreements, ideas on where it fits in with other sources on the topic, how it fits in with other ideas and any other connections you can make. Do not just summarize and stop but write something that shows what you have learned. See points 8 and 9 above for criteria for high grades.

14. Periodically, a least every other week, you should take a perspective as to your progress. Certainly, each time you turn in your LPJ you should have a progress perspective entry to bring closure to what your learning up to this point in time. If you can not say what your activities are adding up to or what they point to, then you're probably doing the typical schooling trip of filling up pages with stuff that you hope will get you points/grades. If this is the case, then the activity is largely without meaning and worth. It is certainly not a learning activity but just a meaningless ritual of schooling. In your introduction you made a statement about the goal of your LPJ, what you are setting out to attain, your ideal. E***ACH TIME YOU HAND IN YOUR LPJ FOR FEEDBACK, YOU WILL COMPARE YOUR PROGRESS TO YOUR INITIAL GOAL STATEMENT, A PROGRESS PERSPECTIVE.***

This Progress Perspective will include THREE categories:

a. Describe **about** five (5) aspects that you are pleased with about your progress
b. Describe **about** five (5) aspects that you think need improvement.
c. Describe a time frame and priorities for ways to improve your LPJ to bring it closer to your goal. This is a plan to reduce the discrepancy between where you are and where you want to be.

IF THIS IS NOT DONE YOUR LPJ WILL BE RETURNED UNREAD.

15. With your final submission at the end of the term, you will have a major entry which concludes and brings your course and project all together using a Summary Statement of Learning: SSL. This provides closure and meaning for your course and project stating the tentative conclusions you have reached in your study and ideas for future study. **THIS IS A REQUIREMENT FOR B or A LEVEL WORK AND THE QUALITY OF THE STATEMENT WILL BE A MAJOR CRITERION IN THE DECISION BETWEEN**

B+ AND A. Follow the instructions contained in the handout Looking Back to the Future: Guidelines for Your Summary Statement of Learning: SSL.

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CONCLUSION OF THE COURSE INFORMATION DESCRIPTION

The typical reaction to this way of doing things is shock bordering on panic. However, I feel it is needed and necessary, even though it involves quite a bit of work from me. It is a matter of survival, however, that your CAPTAPS level be elevated so that you and your society may be productive and prosper.

LEARN LONG AND PROSPER (paraphrase of Mr. Spock)
MAY YOU LIVE IN AN INTERESTING ERA (ancient Chinese curse)
I HEAR AND FORGET. I SEE AND REMEMBER. I DO AND UNDERSTAND
(Confucius, Montessori, Dewey, Piaget, Bruner and others)

FINALLY
I STRONGLY RECOMMEND THAT YOU UNDERSTAND ALL OF THIS AND EVALUATE THE SCHOOLING YOU ARE RECEIVING. I RECOMMEND THAT YOU QUESTION WHAT YOU ARE DOING IN SCHOOL BESIDES COLLECTING CREDITS/GRADES/CERTIFICATES. WHAT HAVE YOU LEARNED OF ANY LIFE SIGNIFICANCE? HAVE YOU MAINTAINED THE ATTITUDE OF SUCCESS THAT YOU CAME INTO THE WORLD WITH?

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THE MAIN THING IS TO KEEP THE MAIN THING THE MAIN THING!!!!

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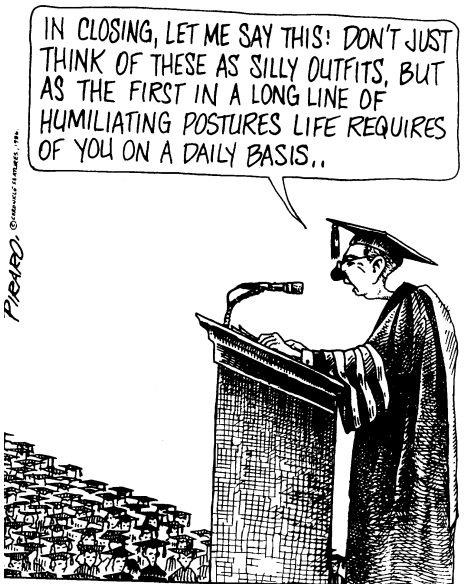


I. ALL I EVER REALLY NEEDED TO KNOW, I LEARNED IN KINDERGARTEN

by Robert Fulgrum

Most of what I really need to know about how to live, and what to do, and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school.

These are the things I learned:

Share everything. Play fair. Don't hit people. Put things back where you found them. Clear up your own mess. Don't take things that aren't yours.

Say you're sorry when you hurt somebody. Wash. your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life. Learn some and think some and draw and paint and sing and dance and play and work every day some.

Take a nap in the afternoon. When you go out into the world, watch for traffic, hold hands, and stick together. Be aware of-wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup -- they all die. So do we.

Think what a better world it would be if we all had cookies and milk about 3 o'clock every afternoon, and then lay down with our blankets for a nap. Or if we had a basic policy in our nation and other nations always to put things back where we found them and to clean up our own messes.

And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

J. EMPLOYERS LOOK FOR 'GENERALISTS'

Roslyn Kunin

[Roslyn Kunin is executive director of the Laurier lnstitute and president of Roslyn Kunin and Associates.]

The Province, Vancouver B.C. 1993 April 19

What do employers want? To the job seeker attitudes and being adaptive (flexible) today, the answer to that question is very important

One major employer in Vancouver is VanCity Credit Union. Credit unions and banks have provided many jobs to many people.

Let us look at what Tazeem Nathoo, the vice-president of human resources at VanCity, looks for in the people she hires. These are her words from a recent speech:

1. We need people who can communicate effectively--this means understanding business language, reading, writing, listening and verbal/oral skills. What was once considered literacy is now inadequate. On-the-job reading means reading, analyzing, summarizing and transferring information.

2. We need people who can think critically, act logically, solve problems and make decisions .

3. We need people who have good interpersonal skills, and this includes positive attitudes and being adaptive (flexible).

4. We are asking for team players--skills that will mean people can work with others to achieve the best results.

5. People will have to be committed to lifelong learning and be technologically literate. All the jobs require learning several jobs, which mean learning diverse skill sets.

So companies will be recruiting people who have the capability for career changes necessary as their businesses change.

There you have, word for word, what an employer wants. But that is not all.

To survive, the credit union, like other businesses, must provide service. The people hired are the ones who provide the service. They do this by using the latest technology. They must also be prepared to work hours that meet the customer's needs.

Giving good service is one aspect of employee attitude. VanCity and other employers care very much about worker attitude.

Customers and other workers come from many different backgrounds. Workers must be not only tolerant but also accepting of these differences.

It also helps to be aware of social and ecological issues. For example, most workplaces now have recycling programs. Employees are expected to take part in them.

Nathoo points out that not everyone has to be a technical expert. Some experts are needed, but business wants generalists.

Being a generalist does not mean that you have no skills. It means you have many skills. You can work with computers, and you can work with people. You can work at different tasks and at different hours.

VanCity and other employers know it is not easy to meet their standards. They are aware that you now must have more education than ever before.

We all know that jobs for people without skills and education just are not there any more. So it is important to stay in school.

Attitude is important. We must show how we can help an employer. We must show how we can help the customers.

VanCity and other employers are looking for people who are well educated and committed to excellence and lifelong learning. In return they will offer jobs, prosperity and success.

If you meet the challenges, you can get the rewards.

K. LIFE LONG LEARNING: A VISION

(From Malcolm Knowles, Edges, v. 5, # 3, pp. 24-26

1. SKILLS OF SELF-DIRECTED LEARNING INVOLVE THE ABILITY TO:

- develop and be in touch with curiosity. The ability to engage in divergent thinking.
- perceive one's self objectively and accept feedback about one's performance non-defensively.
- diagnose one's learning needs in the light of models of competencies required for performing life roles.
- formulate learning objectives in terms that describe performance outcomes.
- identify human, material and experiential resources for accomplishing various kinds of learning objectives.
- design a plan of strategies for making use of appropriate learning resources effectively.
- carry out a learning plan systematically and sequentially. This skill is the beginning of the ability to engage in convergent thinking.
- collect evidence of the accomplishment of learning objectives and have it validated through performance.

2. COMPETENCIES FOR PERFORMING LIFE ROLES

ROLES	COMPETENCIES
LEARNER	Reading, writing, computing, perceiving, conceptualizing, imagining, inquiring, aspiring, diagnosing, planning, getting help, evaluating.
BEING A SELF (with a unique self-identity)	Self-analyzing, sensing, goal-building, objectivizing, value-clarifying, expressing, accepting, being authentic.
FRIEND	Loving, empathizing, listening, collaborating, sharing, helping, giving constructive feedback, supporting.
CITIZEN	Caring, participating, leading, decision-making, acting, being sensitive to one's conscience, discussing, having perspective (historical and cultural), being a global citizen.
FAMILY MEMBER	Maintaining health, planning, managing, helping, sharing, buying, saving, loving, taking responsibility.
WORKER	Career planning, using technical skills, accepting supervision, giving supervision, getting along with people, cooperating, planning, delegating, managing
LEISURE-TIME USER	Knowing resources, appreciating the arts and humanities, performing, playing, relaxing, reflecting, planning, risking.

L. SELF-ESTEEM IS NOW SURVIVAL REQUIREMENT

Roslyn Kunin
(executive director of the Laurier Institute and president of Roslyn Kunin and Associates.)
The Province July 19,1993

"Self-esteem may be the most important psychological resource we have to help us meet the challenges of the future. That challenge is especially evident in the workplace where it is becoming clear that self-esteem is not an emotional luxury, but a survival requirement."

So says Nathaniel Branden, Ph.D., in his ...book, The Power of Self-Esteem (Health Communications Inc., Deerfield Beach, Florida, 1992), on which today's column is based.

What is this self-esteem that is so important? First, let us look at what it is not.

An international test of students it of mathematics showed that American students got the lowest scores of any national group on the math test itself. However, more Americans than any other nationals agreed with the statement, "I am good at mathematics. Those students were not showing self-esteem, but a false opinion of their work that would likely lead them to problems in the work place when their weak math skills would come to light.

Self-esteem, says Branden, is confidence in your ability to cope with your life, and confidence that you have the right to be happy and enjoy the fruits of your efforts. According to Branden, people who have self-esteem show it in the workplace by acting in the following ways.

1. They trust their own mind and their ability to learn, to judge and to decide. If your job does not require you to do this, you can be replaced by a machine.
2. They have the ability to make decisions. The biggest cause of failure among executives is being unable to make decisions.
3. They find out about and take into account the big picture when making decisions. They see how things affect each other and fit together.
4. Those with self-esteem treat others in the workplace and elsewhere with respect and kindness. They elicit co-operation, enthusiasm and consensus.

5 They feel confident in their ability to get things done and feel worthy of success and happiness. People who-lack this confidence do not expect to succeed at work. We often get exactly what we expect.

M. ATTITUDE

(By Charles Swindoll)

"The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people thank or say or do. It is more important than appearance, giftedness or skill. It will make or break a company...a church...a home. The remarkable thing is we have a choice every day regarding the attitude we embrace for that day. We can not change our past...we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude...I am convinced that life is 10% what happens to me and 90% how I react to it."

N. EMPLOYABILITY SKILLS PROFILE (DRAFT) MARCH 241992

The Conference Board of Canada. Corporate Council on Education

The critical skills required of the Canadian workforce are:

Academic Skills Those skills which provide the basic foundation to get, keep and progress on a job and to get the best results	**Personal Management Skills** The combination of skills attitudes and behaviours required to get keep and progress on a job and to get the best results	**Teamwork Skills** Those skills needed to work with others on a job and to get the best results
Canadian Employers Need a Person Who Can: ***Communicate*** • Understand and speak the languages in which business is conducted • Listen intelligently • Read, comprehend and use written materials including graphs, charts, and displays • Write effectively in the language in which business is conducted ***Think*** • Think critically and act logically to evaluate solutions, solve problems and make decisions • Understand and solve problems involving mathematics and use the results • Use current technology instruments tools and information systems effectively • Access and apply specialized knowledge from various fields (e.g. skilled trades technology physical sciences arts and social sciences) ***Continue to Learn*** • Learn and use effective learning strategies and techniques	**Canadian Employers Need a Person Who Can Demonstrate:** ***Positive Attitudes and Behaviours*** • Self-esteem and confidence • Honesty, integrity and personal ethics • A positive attitude toward learning growth and personal health • Initiative, energy and persistence to get the job done ***Responsibility*** • The ability to set goals and priorities in work and personal life • The ability to plan and manage time, money and other resources to achieve goals • Accountability ***Adaptability*** • The ability to be creative and adaptable in response to change • Recognition of and respect for peoples diversity and individual differences • The ability to identify and suggest new ideas to get the job done	**Canadian Employers Need a Person Who Can** ***Work With Others*** • Understand and contribute to the organization's goals • Understand and work within the culture of the group • Plan and make decisions with others and support the outcomes • Respect the thoughts and opinions of others in the group • Negotiate to overcome conflicts • Seek a team approach as appropriate • Lead when appropriate, mobilizing the group for high performance

O. BUSINESS LEADERS PROVIDE THESE MORE DETAILED DEFINITIONS OF THE SKILLS THEY SEEK IN EMPLOYEES:

DEFINITIONS: THE FOUNDATION

BASIC SKILLS

Reading. Locates, understands, and interprets written information in prose and documents--including manuals, graphs, and schedules--to perform tasks; learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications; infers or locates the meaning of unknown or technical vocabulary; and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.

Writing. Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts; uses language, style, organization, and format appropriate to the subject matter, purpose, and audience. Includes supporting documentation and attends to level of detail; checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.

Arithmetic. Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.

Mathematics. Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.

Listening. Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn; to critically evaluate; to appreciate; or to support the speaker.

Speaking. Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion, and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.

THINKING SKILLS

Creative Thinking. Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

Decision Making. Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives.

Problem Solving. Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it. evaluates and monitors progress, and revises plan as indicated by findings

Seeing Things in the Mind's Eye. Organizes and processes symbols, pictures, graphs, objects or other information; for example, sees a building from a blueprint, a system's operation from schematics, the flow of work activities from narrative descriptions, or the taste of food from reading a recipe.

Knowing How to Learn. Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Involves being aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (notetaking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

Reasoning. Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem. For example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or written text; applies rules and principles to a new situation, or determines which conclusions are correct when given a set of facts and a set of conclusions.

PERSONAL QUALITIES

Responsibility. Exerts a high level of effort and perseverance towards goal attainment. Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well, and displaying a high level of concentration even when assigned an unpleasant task. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

Self-Esteem. Believes in own self-worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of impact on others; and knows own emotional capacity and needs and how to address them.

Sociability. Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

Self-Management. Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and nondefensively; is a "self-starter."

Integrity/Honesty. Can be trusted. Recognizes when faced with making a decision or exhibiting behavior that may break with commonly-held personal or societal values; understands the impact of violating these beliefs and codes on an organization, self, and others; and chooses an ethical course of action.

P. EMPLOYERS SEEK COMPETENCIES REGARDING THESE AREAS:

DEFINITIONS

RESOURCES

Allocates Time. Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.

Allocates Money. Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.

Allocates Material and Facility Resources. Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.

Allocates Human Resources. Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

INTERPERSONAL

Participates as a Member of a Team. Works cooperatively with others and contributes to group with ideas, suggestions, and effort.

Teaches Others. Helps others learn. Serves Clients/Customers. Works and communicates with clients and to satisfy their expectations.

Exercises Leadership. Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups, including responsibly challenging existing procedures, policies, or authority.

Negotiates. Works towards an agreement that may involve exchanging specific resources or resolving divergent interests.

Works with Cultural Diversity. Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

INFORMATION

Acquires and Evaluates Information. Identifies need for data, obtains it from existing sources or creates it, and evaluates its relevance and accuracy.

Organizes and Maintains Information. Organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion.

Interprets and Communicates Information. Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multi-media methods.

Uses Computers to Process Information. Employs computers to acquire, organize, analyze, and communicate information.

SYSTEMS

Understands Systems. Knows how social, organizational, and technological systems work and operates effectively within them.

Monitors and Corrects Performance. Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.

Improves and Designs Systems. Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.

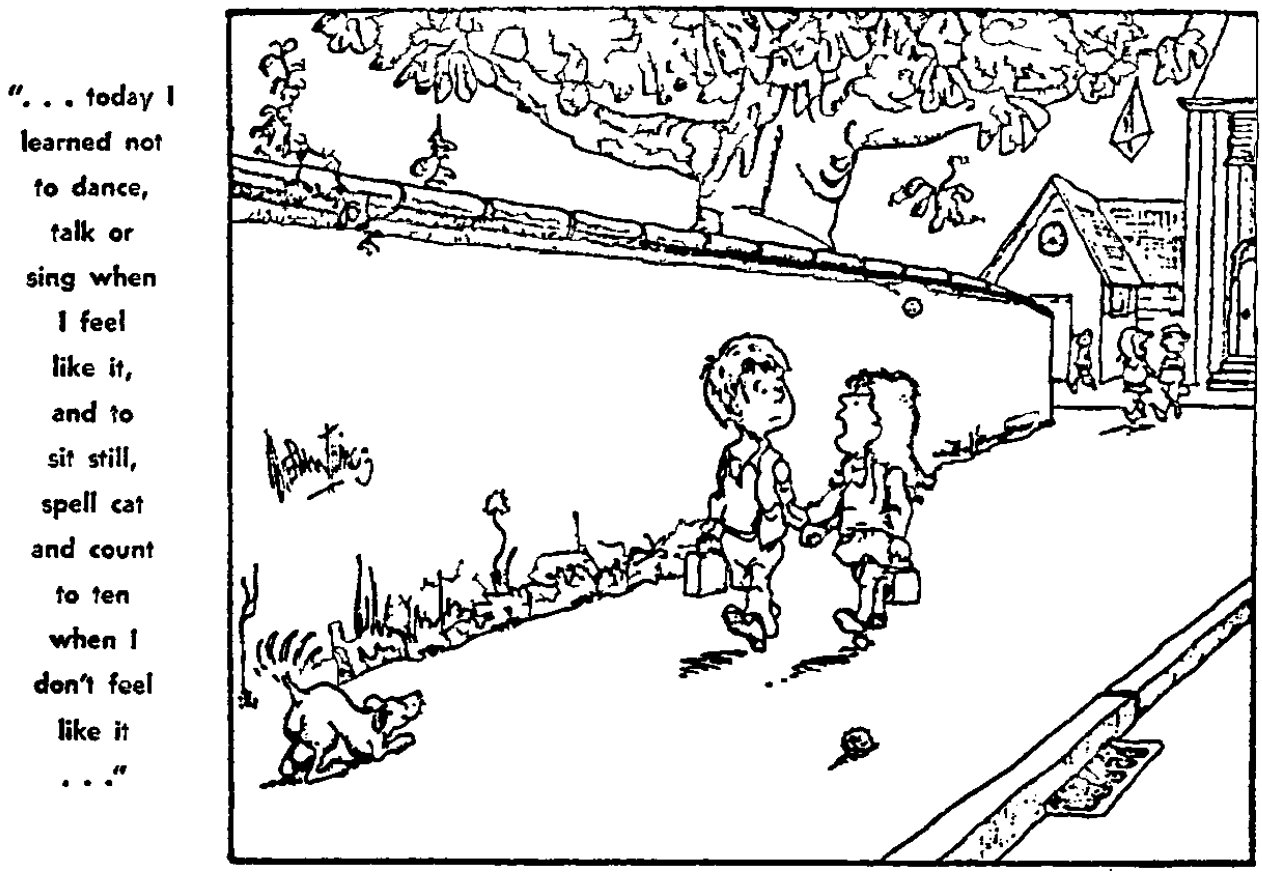
TECHNOLOGY

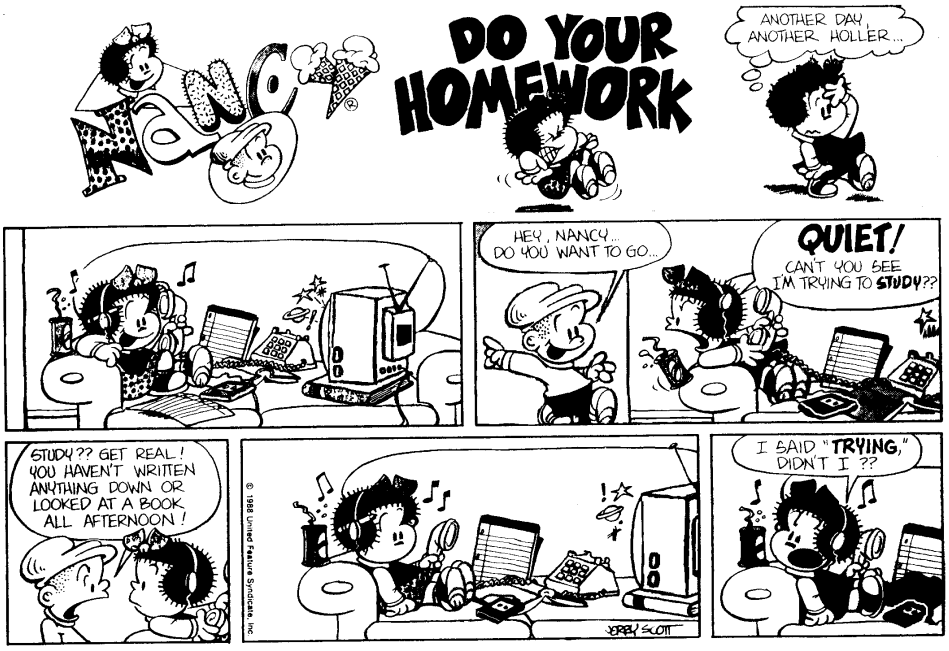
Selects Technology. Judges which set of procedures, tools, or machines, including computers and their programs, will produce the desired results

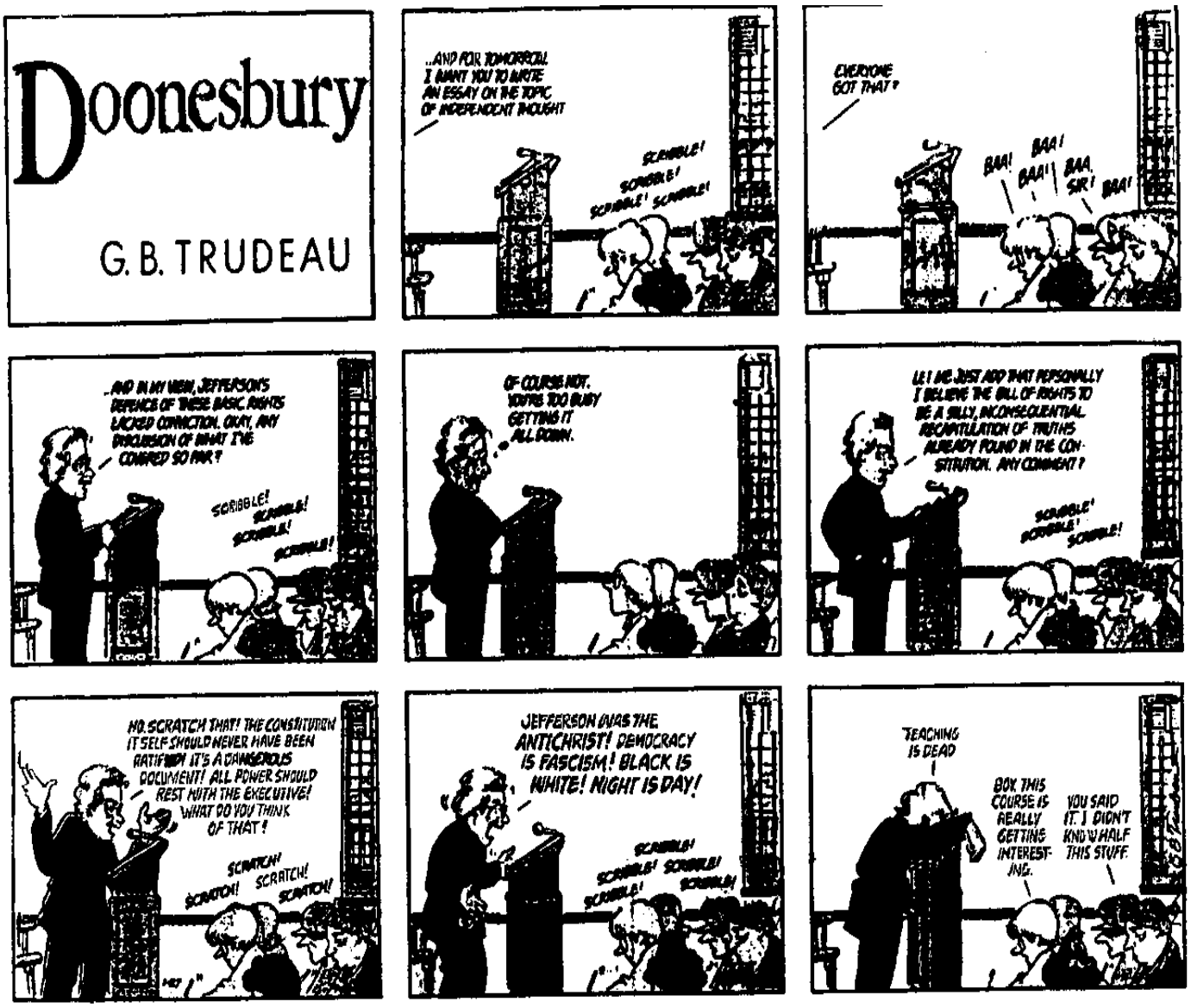
Applies Technology to Task. Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.

Maintains and Troubleshoots Technology. Prevents, identifies, or solves problems in machines, computers, and other technologies.

The VANCOUVER SUN. Tues., Sept. 10, 1974






Doonesbury
G. B. TRUDEAU
..AND FOR TOMORROW I WANT YOU TO WRITE AN ESSAY ON THE TOPIC OF INDEPENDENT THOUGHT
SCRIBBLE! SCRIBBLE! SCRIBBLE! SCRIBBLE!
EVERYONE GOT THAT?
BAA! BAA! BAA! BAA, SIR! BAA!
..AND IN MY VIEW, JEFFERSON'S DEFENCE OF THESE BASIC RIGHTS LACKED CONVICTION. OKAY, ANY DISCUSSION OF WHAT I'VE COVERED SO FAR?
SCRIBBLE! SCRIBBLE! SCRIBBLE! SCRIBBLE!
OF COURSE NOT. YOU'RE TOO BUSY GETTING IT ALL DOWN.
LET ME JUST ADD THAT PERSONALLY I BELIEVE THE BILL OF RIGHTS TO BE A SILLY, INCONSEQUENTIAL RECAPITULATION OF TRUTHS ALREADY FOUND IN THE CONSTITUTION. ANY COMMENT?
SCRIBBLE! SCRIBBLE! SCRIBBLE!
NO, SCRATCH THAT! THE CONSTITUTION ITSELF SHOULD NEVER HAVE BEEN RATIFIED! IT'S A DANGEROUS DOCUMENT! ALL POWER SHOULD REST WITH THE EXECUTIVE! WHAT DO YOU THINK OF THAT!
SCRATCH! SCRATCH! SCRATCH! SCRATCH!
JEFFERSON WAS THE ANTICHRIST! DEMOCRACY IS FASCISM! BLACK IS WHITE! NIGHT IS DAY!
SCRIBBLE! SCRIBBLE! SCRIBBLE! SCRIBBLE!
TEACHING IS DEAD
BOY, THIS COURSE IS REALLY GETTING INTERESTING.
YOU SAID IT. I DIDN'T KNOW HALF THIS STUFF.