DEVELOPMENT: THE AIM OF EDUCATION

Program Description
Fall, Winter, Spring Quarters, 1985-86

This program was designed to teach developmental and social psychology and philosophy of education to those interested in education in any of its aspects. Its overarching goal was to help students develop a conceptual understanding of psychological development, a framework that they could use in order to think concretely about educational goals, strategies, and settings. Our aim was always to confront experience with theory, and theory with experience.

This course of study required a great deal of reading, writing, participation in seminars, and small group discussions and exercises. An active approach, which required the students to build their own understanding of ideas in the context of specific demands from the teacher, was used throughout. The program began as a series of separate courses of study, and worked progressively throughout the year toward an integration of all that had been covered. Over the course of the three quarters, students took four comprehensive take-home exams (one in philosophy, three in developmental psychology) and wrote 16 papers. One of these was a collaborative paper in which two students wrote a paper together. Each student was responsible (with a partner) for designing and running one class. Finally, the program was designed explicitly to exemplify in its form and method the psychological and educational ideas which constituted its content.

The major components of the program were developmental theory (cognitive, personality, and moral development), philosophy of education, the social, historical, and political context of education, the sociology and social psychology of small groups, and a teaching practicum. Small group psychology was studied in an experiential learning environment called "the self-reflective group." This was a class in which the instructors provided minimal guidance while the students struggled to become participant-observers of their own group formation and development. The teaching practicum, which constituted half-time work during spring quarter, was a supervised internship which gave students a chance to enter the role of teacher and work directly with students. We spent one class period a week discussing these experiences, and students were required to write one paper relating their teaching practicum to the theoretical ideas of the program.

Readings for each of the program components were as follows:


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This course of study required a great deal of reading, writing, participation in seminars, and small group discussions and exercises. An active approach, which required the students to build their own understanding of ideas in the context of specific demands from the teachers was used throughout. Over the course of the two quarters, students took three comprehensive exams (one in philosophy of education and two in developmental theory) and wrote fourteen papers. Each student was responsible (with a partner) for designing and running one class. Finally, the program was designed explicitly to exemplify in its form and method the psychological and educational ideas which constituted its content.

During fall and winter quarters, we studied philosophy of education, developmental theory (both cognitive and personality development), the political and historical context of education, and, by means of a self-analytic group, small group social psychology and sociology (group dynamics). Readings used for the primary components were as follows:

**Philosophy of Education:** Plato, Apology, Meno, The Republic; Aristotle, selections from Ethics, Politics; Locke, Some Thoughts Concerning Education; Rousseau, Emile; Dewey, Democracy and Education.

**Cognitive Development:** Piaget, Six Psychological Studies, "How Children Form Mathematical Concepts"; Furth, Piaget for Teachers; Ginsburg and Opper, Piaget's Theory of Intellectual Development; Finkel & Monk, "The Design of Intellectual Experience."

**Personality Development:** Freud, Five Lectures on Psychoanalysis, The Question of Lay Analysis; P. Taylor, "Reservations: A Love Story"; D. Lessing, "A Man and Two Women"; Erikson, Childhood and Society; Kafka, "Metamorphosis"; Atwood, Surfacing; Eisenstein, Contemporary Feminist Thought; Rich, Of Woman Born; Griffin, Made From This Earth (selections).

**Political-Historical Context of Education:** Katz, Class, Bureaucracy and Schools; Rubin, Busing and Backlash; Cottle, Busing; Illich, Deschooling Society.

**Small Group Social Psychology:** Thelen, Dynamics of Groups at Work; Freud, Group Psychology and the Analysis of the Ego, Totem and Taboo; Wheelis, How People Change; Dostoyevsky, "The Grand Inquisitor"; Golding, Lord of the Flies; Woolf, To The Lighthouse; Kafka, "Josephine, or The Mouse Folk"; Bion, Experiences in Groups; Mills, The Sociology of Small Groups; Slater, Microcosm; Malcolm, Psychoanalysis: The Impossible Profession.

**Faculty Members:** Thad Curtz, Ph.D.
Member of the Faculty (Literature)

Donald L. Finkel, Ph.D.
Member of the Faculty (Psychology)
DEVELOPMENT: THE AIM OF EDUCATION
Fall Quarter, 1985

This program was designed to teach developmental and social psychology and philosophy of education to those interested in education in any of its aspects. Its overarching goal was to help students develop a conceptual understanding of psychological development, a framework that they could use in order to think concretely about educational goals, strategies, and settings. Our aim was always to confront experience with theory, and theory with experience.

This course of study required a great deal of reading, writing, participation in seminars, and small group discussions and exercises. An active approach, which required the students to build their own understanding of ideas in the context of specific demands from the teachers was used throughout. Over the course of the quarter, students took two comprehensive exams (one in philosophy and one in developmental psychology) and wrote eight papers. Each student was responsible (with a partner) for designing and running one class. Finally, the program was designed explicitly to exemplify in its form and method the psychological and educational ideas which constituted its content.

Fall quarter we studied philosophy of education, developmental theory (both cognitive and personality development), and, by means of a self-analytic group, small group social psychology and sociology (group dynamics). Readings used for the primary components were as follows:

Philosophy of Education: Plato, Apology, Meno, The Republic; Aristotle, selections from Ethics, Politics; Locke, Some Thoughts Concerning Education.


Small Group Social Psychology: Thelen, Dynamics of Groups at Work; Freud, Group Psychology and the Analysis of the Ego, Totem and Taboo; Wheelis, How People Change; Dostoyevsky, "The Grand Inquisitor"; Golding, Lord of the Flies; Woolf, To The Lighthouse.

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DEVELOPMENT: The Aim of Education

Fall, Winter, Spring/Coordinated Studies
Sponsors: Don Finkel and Thad Curtz
Enrollment: 48
Prerequisites: One year of Core program work or the equivalent, and a year-long commitment to this program
Special Expenses: $20-$25 for program retreat
Part-Time Options: No
Internship Possibilities: Yes
Additional Course Allowed: No

Understanding the concept of "development" can inform one's choice of activities in a variety of contexts: education, management, social change work, psychological counseling, among others. We will explore what it means to develop in several distinct areas, and in a variety of learning modes. We will focus on issues in education in order to provide materials and experiences with which to confront, test, and refine theory.

We will examine the concept of development in several contexts: (1) intellectual development, (2) social, emotional and personality development, (3) moral development, (4) small group development (group dynamics), and (5) development and education. We will study works by Piaget, Kohlberg, Freud, Erikson, and writings on education from Plato to Dewey.

Modes of study will include: (A) Practicum - an opportunity to explore the program's ideas by organizing a course for fellow Evergreen students, by teaching young children as an intern, or by engaging in some other supervised practical project or on-the-job experience; (B) self-reflective group to study study group dynamics and to cultivate the role of "participant-observer"; (C) intellectual workshop, with material introduced through concrete problems and exercises, rather than lecture or exposition; (D) book seminars; (E) films, homework, occasional lectures, and stimulating but friendly exams.

Planned equivalencies in quarter hours: 8--Psychology: Cognitive Development; 8--Psychology: Personality Development; 4--Psychology: Moral Development; 8--Social Psychology of Small Groups; 8--Philosophy of Education; 4--Socio-historical Context of Education; 8--Practicum/Internship, 48--total.

Program is preparatory for careers or future study in education, psychology, child development, social work, counseling, management, and community action work.
DEVELOPMENT: THE AIM OF EDUCATION

1985 - 1986

Syllabus/Covenant

Faculty:
Thad Curtis
LAB II 3274
ext. 6731
352-2209 (home)

Don Pinkel
LAB II 3265
ext. 6766
866-2033 (home)

Program
Secretary: Donna McMaster
LAB II 2264
ext. 5105

Office Hours:
Thad: Monday 4:00-5:00
Don: Monday 4:00-5:00
Thursday 1:00-3:00
Thursday 2:00-3:00
and by appointment.

Introduction:

Please read this document carefully. It is called a "covenant" because we wish to consider it an agreement between you and us, as well as among all the members of the program community. Please demand clarification of any parts you do not understand or feel uncomfortable about during the first class meeting. After the first class, we wish to proceed on a common ground with you regarding the expectations and procedures of this program. We will assume, unless we hear to the contrary, that you accept the policies set forth here.

We wish to be as clear as we can in the beginning about our expectations, but this does not mean we intend to be closed-minded about proposed changes in the future. We will all need to reflect on our experiences as we go along, and determine whether any changes in how we function can improve the learning atmosphere in the program. Indeed, the necessity for teachers and learners to continually reflect on educational experience will be one of the recurrent motifs of the program.

Program Theme: Development: the aim of education.

We shall aim to:
(a) understand what it means to take development as the aim of education,
(b) determine the concrete implications and practical consequences of taking development to be the aim of education, and
(c) critically assess the value of taking development to be the aim of education.
In your culminating paper of the year, during spring quarter, you will be asked to address concretely and systematically these three dimensions of the program theme.

Weekly Schedule:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>9:00-12:00 Lib. 2100 + Lib. 2205 WORKSHOP</td>
<td>9:00-12:00 Lib. 2100 + 2218, 2205, 1417 WORKSHOP/SEMINAR</td>
<td>10:00-12:00 Lib. 4004 SELF-REFLECTIVE GROUP (A)</td>
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<td>\textbf{afternoon}</td>
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<td>\textbf{afternoon}</td>
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<tr>
<td>2:00-4:00 Thad: Lib 2218</td>
<td>(1:00-3:00- Writing Partnerships)</td>
<td>2:00-4:00 Lib. 4004 SELF-REFLECTIVE GROUP (B)</td>
<td></td>
</tr>
<tr>
<td>Don: Lib \textit{SEMINAR} 2118</td>
<td>3:00-5:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thad: LAB I 2033 Don: LAB I 3033</td>
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<tr>
<td></td>
<td>SELF-REFLECTIVE GROUP (B)</td>
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<td></td>
<td>STUDENT-RUN CLASS</td>
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Curriculum:

There will be three streams of study. At first, they may seem quite separate and distinct. For the first "semester" (see below), they will be:

1. **Developmental Theory:** We will work on this stream Monday mornings and afternoons. We will study Piaget's theory of intellectual development and Erikson's theory of personality development. To understand the latter, we will need, first, to get a grounding in Freud.

2. **Philosophy of Education:** We will work on this stream Thursday mornings. We will study the great philosophers of education in the western traditions: Socrates, Plato, Aristotle, Locke, Rousseau, Dewey.

3. **Group Dynamics:** You will work on this stream Friday, either mornings or afternoons, by participating in the "Self-Reflective Group." This mode of study will be described in a separate handout which will be given out this Friday at the first meeting of the self-reflective group. You will need a separate notebook—to be used as a journal—for your work in this group. Be sure to bring one on Friday, September 27.
Seminars:

The program will be organized according to a semester system. We will have informal, midyear evaluations during the sixth week of winter quarter, a time during which we will cancel all regular classes. As a result, WE WILL MEET FOR REGULAR CLASSES DURING THE SCHEDULED EVALUATION WEEKS (Week 12) AT THE END OF FALL AND WINTER QUARTERS. Note this fact well and make your plans accordingly. Your winter vacation will begin at the end of class on Friday, December 13, and your spring vacation at the end of class on Friday, March 20. Formal, end-of-program evaluations will be held as usual at the end of spring quarter. If you find you need or desire more evaluation than the considerable amount you should be getting through the routine functioning of the program (comments from faculty and fellow students, both written and spoken, on your work, both written and spoken), feel free at any time to make an appointment with your seminar leader for the explicit purpose of evaluation.

Credit and Evaluation:

Credit will be awarded for full participation in all program activities and for completing all the work of the program. The quality of your work, the level of your understanding, the extent of your improvement, will all be reflected in your evaluation. We draw this line so clearly in order that you can throw yourself into your work and not have to worry about credit at all. We expect that everyone will do all the work and participate in all the activities and will thus receive full credit. Thus, there should be no issue over credit. Partial credit may be awarded under unusual circumstances, but will require the express consent of both members of the faculty team.

Completion of the program's work entails:

1. Informed and prepared participation in seminars and workshops.
2. Timely completion of all written assignments.
3. Completion of both informal and formal self-evaluations and evaluations of faculty.

In addition to the above, we expect:

4. Demonstrated competence in the subject matter.
5. Sensitivity to the needs of fellow students.
6. Willingness to work as a member of the program community.

Attendance:

Full participation means regular attendance. It goes without saying (although we seem to be saying it) that you attend all classes, unless you are sick or called away by an emergency. In such cases, please be sure to ask your learning partner (see below) what you missed. You are responsible for knowing what went on in all classes.

Exams:

There will be two exams during fall quarter, one in developmental theory and one in philosophy of education. At least one, and perhaps both, of these will be
take-home exams. The preparation and taking of these exams will be an important part of your learning experience this quarter. The exams will not be graded with letters or numbers; they will be evaluated with written comments in the same manner as papers. Do not worry about these exams now. You will learn a great deal from taking them, and when they're over, you'll be glad you had them. (At the completion of the last round of this program, students complained that there were not enough exams during winter and spring quarters.)

There will be fewer exams during the following two quarters, but you can count on at least one more.

Learning Partners:

We would like each of you to select a partner for the first semester. You will work with your learning partner in at least three distinct ways:

(a) Your partner will be someone you can count on to support you informally in your learning in many different ways as the need or desire arises. If you're reading a difficult passage, and having trouble, don't just stew over it, or pass it by; get in touch with your learning partner and talk it over. Before writing a paper, discuss your ideas with your learning partner. You should by no means feel limited to using your partner for such activities; we anticipate that many ad hoc study groups will form over the course of the year, and that eventually you will have a sizeable reservoir of colleagues to call on for help and collaborative study. The point of the learning partnership is to have at least one person that you know you can call on right from the start.

(b) You will be conceiving, planning, and running two of the Student-Run Classes on Thursday afternoons with your learning partner (see below) and

(c) Your learning partner will play a crucial role every week in functioning as your "writing teacher" and editor (see below).

At the start of the second semester, we will shuffle around the learning partnerships so you get a chance to benefit from working with a second person. Please give your seminar leader the name of your learning partner by Thursday morning's seminar, October 3, 1985.

Student-Run Classes:

On Thursday afternoons, the class will be run by a pair of learning partners. When it's your turn, you should follow this simple procedure: (1) Meet with your partner Monday evening and consider which areas of the past week's work (reviewing the preceding Thursday's, Friday's, and Monday's materials) could most benefit from further study. Anything we've done in the past week from any of the three streams may be chosen. (2) Then make a plan for conducting the class in order to make progress on the material you've selected. Use your imagination and put into practice the ideas you're developing about teaching and learning. Do not be limited by the routine habits and practices of the program. Design a plan that you think will be effective and that you will enjoy carrying
out. (3) Meet for a half hour with your seminar leader to review your plan on Wednesday morning from 9:00 to 9:30. Your seminar leader will listen to your plan and perhaps offer some friendly advice. (4) If necessary, revise or modify your plan in response to critique and suggestions from your meeting with your faculty member. (5) Run the Thursday afternoon class. (6) Sometimes before Friday is over, meet again with your learning partner to discuss, evaluate and critique your plan — now that you have seen the class that resulted from it. Together, write a brief but lucid evaluation of the class, which includes 2 parts: (a) your evaluation of the class, and (b) how you would change it if you had it to do over. (7) Submit this written evaluation to your faculty member the following Monday. These need not be typed, but should be clearly written, collaboratively written, and signed by both members of the team.

Teaching Practicum:

Your teaching practicum will be a central experience this year. It will constitute a half-time activity during Spring Quarter. This practicum may or may not be a traditional internship, but it should be an activity that lets you experience some kind of teacherly role in a sustained way. Many things are possible, including observing, with a partner, a course for Evergreen and students. You should begin by thinking about what you'd like to do, and then we'll worry about whether it's possible. You do not need to worry about your practicum right now, but it is never too early to begin casually deliberating about what you'd like to do. By the start of Winter Quarter you should have at least some ideas formulated. During Winter Quarter you will get help from the Office of Cooperative Education and from the program faculty in assisting you to make a good choice of teaching practicum.

Program Retreat:

We will have an all-program three-night retreat during Fall Quarter. This will most likely be on Wednesday through Saturday morning of the sixth week of the quarter (October 30 - November 2). This will be a working retreat, with plenty of time also for recreation and getting to know each other better. At the present moment, we imagine the work of retreat will center around writing, personal voice, and reflective integration of learning from the program.

Writing:

Writing, in its many forms, is endemic to almost any educational enterprise. It is also intimately related to certain central processes of development — both intellectual and emotional. Writing is both natural and artificial; it is a way to find oneself and to find others. It is a way to think and a way to act. It is personal and it is political. Like teaching, and like learning, it takes commitment, and also some courage.

For all these reasons, and more, we intend to make writing something of an issue in this program. You will be writing traditional kinds of assigned essays
and essay exams, and you will also be engaged in various kinds of more informal writing (journal writing, workshop exercises, etc.). But more than that, we are going to ask you to experience and think about writing from the vantage point of the program theme. A third explicit teacherly role you will be assuming (in addition to the ones you take for your practicum and your student-run classes) will be that of "writing teacher" for your learning partner. To figure out what this phrase in quotation marks might usefully mean -- given the realities of your talents as a writer, and your partner's -- is part of the challenge of this assignment. We are obviously not assuming that you need to be expert writers to be of genuine use to your partner when she has a paper to get written and handed in. There will be many ways you can help. The most significant is by being an audience for that writing, an interested reader who is not one of "the Faculty" of the program. There are many specific things you will be able to do to significantly assist in your partner's development as a writer (and that is how we want you to think about your task, rather than as the impossible one of being responsible for making them into a good writer). We will suggest some, and you will be trying to figure out others. You will receive additional handouts with details about how to proceed. Here, we shall only describe the overall structure.

1. Except when there are exams, there will be weekly essays assigned in this program. Most will be very directly about the materials being studied in one or several of the program streams. These will be due on Thursday mornings at 9:00 AM, at the start of class. They should be typed, double-spaced, with a one-inch margin all around. You will need to have two copies of this paper (use carbon paper, ditto masters, or photocopying, as you please).

2. Your seminar leader will record the fact that your paper was submitted and return it to you. We want you to schedule an hour and a half between the morning and afternoon class on Thursday to meet with your learning partner, to help each other with your writing. This period should have three segments: (a) Person A helps Person B with B’s paper, (b) B helps A with A's paper, for an equal amount of time, and (c) for the final 15 minutes each writes in his Writing Journal. (Yes, you will need another notebook for this activity. So you need a minimum of 3 notebooks for this program: a regular notebook for taking notes on reading and in classes, a notebook for self-reflective group, and a writing notebook. Only the last of these three will be submitted to and read by your faculty member.)

While we will suggest elsewhere some ways to help during this session, it will always involve the author's giving the partner a copy of the paper, the reading of the paper aloud, and the soliciting of response of various kinds.

3. Since this activity is designed not only to help you develop as a writer but to help you discover new ways of being a teacher, new aspects to the role of teacher, and new dimensions to learning about being or becoming a writer, it will require a specific vehicle for learning from the weekly experiences. This is where the writing journal comes in. Each week you will spend a minimum of 15 minutes at the end of the session with your partner, both of you writing in each other's presence, at the site of the session, reflecting on and recording what you learned from the session that week.
This will include both what you learned about the process of developing as a writer and reflections on the challenging tasks of helping someone else develop as a writer. Your journal entry each week should include, at the very least, an explicit and separated record of the following three things: (a) your judgment of what your partner needed help with that week, (b) what you did to try to help (i.e., what you actually did), and (c) evaluation of what you did, and consideration of what you should have done or might have done. Obviously, the goals behind keeping this journal suggest many more things you might write about, including your experience as a writer receiving advice, rather than a helper, but as a minimum, you want clear record of those three things for each weekly session. You will submit these journals at the end of the semester to your seminar leader, and they will be read and evaluated as part of your work for the program.

On lateness of papers: While we see no reason for papers ever to be late, we have been teaching here long enough to know that the occasional student every once in a while has a problem meeting deadlines for papers. When this happens, it tends to create an issue between student and faculty. The present structure makes it an issue between the two learning partners. On the one hand, your partner will be prevented from doing the work of the program if you do not show up with your typed finished paper in duplicate at the appointed time and place. On the other hand, the work goes on anyway: the noncompletion of your paper becomes the problem to be worked on, and your partner will have to struggle to think of ways to help you over this problem. Thus, the educational dimension of this mode can continue, even if, on rare occasion, the writing dimension stops.

4. Since there is not much point in reading, listening to and responding to a paper, if the paper is not going to be revised as a result, you will have a chance to revise and improve your paper in the light of the help received at these Thursday sessions. You will therefore have the opportunity to revise your paper over the weekend. Finished copies of the paper are due Monday morning before 9:00 AM.

5. Where are they due? They are to be placed in a Program Notebook, which will be kept in the glassed-in room opposite Doc's office on the third floor of LAB II. This notebook will be a large three-ring binder. There will be a three-hole punch available in the room.

In joining this program, you have entered a community of inquiry, which means, among other things, a community of writers. When you write your papers, therefore, you should conceive of your readers (your audience) as being all the members of the program. And the program members will in fact be your readers — hence the Program Notebook. Once you have struggled and completed an essay, we are sure you will want to see how your colleagues have addressed the same question. One of the indispensable modes of learning in this program will be the reading of and commenting on each others' papers. You will do this on your own time, and at your own pace, by coming to the glassed-in room and browsing through the notebook. Blank paper will be available for comments by the readers which can be added into the notebook.
In addition, about every six weeks there will be a special paper assignment. These will be essays, by both students and faculty, based on the contents of the notebook.

6. In addition to handing in your paper to the Program Notebook, half of you each week will hand in an additional copy to your seminar leader for the traditional reading and commenting. We do this because we believe our comments can be helpful to you, but you must nevertheless still write to the program and not to the teacher, even on those weeks when you will also be giving your paper to the teacher. Only in this way can we sustain the spirit which we will need to produce lively writing in the program.

7. You should always produce at least two copies of your finished paper, to protect against possible loss or destruction, and to have one for your learning partner to look at in your Thursday tutorial meeting. Those of you who are ordered will want to make three copies on the weeks you are giving a copy to your faculty member: one for the notebook, one for the faculty member, and one for yourself.

8. If you now think that papers are due on Monday mornings, you have misread the procedure. We are separating the time when papers are due from the time when they are placed in certain physical locations. They are due on Thursday mornings. If you don’t want to revise one some week, it can be placed in the Notebook and the faculty member’s hands on Thursday afternoon; if revision is deemed necessary, they must be finished by Monday mornings.

Program Portfolio:

You will be responsible for keeping track of all your work and resubmitting it prior to the evaluation sessions. Buy a notebook, or a binder, or a portfolio immediately in which you can keep all program handouts and all program work for the year. Don’t throw anything away until the year is over. There will be no basis for writing your evaluations unless you can resubmit all your work in an organized fashion. If you start being organized right from the start, you won’t lose anything, and you will have no scrambles or frantic searches when evaluation week arrives.

A Program Portfolio is not to be confused with an Evergreen Portfolio. The former is a collection of all your work in the program. The latter is a selection of your best work at Evergreen, which you can show various people outside the program who need to make a judgment about your abilities. At the completion of each program, you should add to and re-edit your Evergreen Portfolio.

Commitment:

We have listed as a prerequisite to this program a year-long commitment to the program. There was a time when such a commitment would have been taken for granted, but no longer, unfortunately. Education is not a commodity, which can be purchased in bits and pieces, as if from a supermarket shelf. Education results from experience, and experience has a shape. Most simply, an experience has a beginning
a middle, and an end. We have designed this program to be an educational experience, and to have the shape of an experience. This means that many activities you engage in early in the program will not bear their full fruits until much later in the program. We are thus asking for this commitment, as another way of making sure that it is the full experience of the program you are choosing, in choosing to enroll. If not, your time will not be well spent, and you would do well to make room for someone else on the waiting list who does want to make such a choice. None of this means that there is no exit from the program if the program is clearly not meeting your academic needs. But if you stay in this program past the first day, then we will assume that you are making a year-long commitment, and that you will not even consider leaving for any reason other than the one just cited.

Goals for the Year:

—to develop a conceptual understanding of "development" and to be able to use that understanding concretely to make decisions about teaching and learning.

—to learn how to use theory to guide practice, and practice to inform theory.

—to develop the ability to be "reflective" as an individual and as a member of a group.

—to form an educational community, and together to investigate the program theme.

—to have a terrific time together fulfilling the above goals.
Development: The Aim of Education
Autumn 1985

Revisions in Fall Quarter Syllabus

Take out a pen and immediately make the following alterations on your fall
quarter reading lists and syllabus.

Developmental Theory:

<table>
<thead>
<tr>
<th>Week &amp; Due Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 - 11/11</td>
<td>Using the 2 Freud texts (FLOP &amp; TOOLA), answer the homework questions on the assigned worksheet.</td>
</tr>
<tr>
<td>9 - 11/18</td>
<td>Piaget, Six Psychological Studies, Part I.</td>
</tr>
</tbody>
</table>

Self-Reflective Group:

<table>
<thead>
<tr>
<th>Week &amp; Due Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 - 11/22</td>
<td>Wheelis, How People Change</td>
</tr>
<tr>
<td>11 - 12/6</td>
<td>Woolf, To The Lighthouse, Part I - &quot;The Window&quot;*</td>
</tr>
</tbody>
</table>

*This is an unusually long assignment for an SRG reading: you might want to get a head start on it during the Thanksgiving break.

Student-Run Classes: For the next 2 weeks, we will not have student-run classes.

<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 - 11/14</td>
<td>We will hold a regular seminar on philosophy of education, continuing the work of the morning. These seminars will be held at the regular Thursday afternoon time and place.</td>
</tr>
<tr>
<td>9 - 11/21</td>
<td>No class at all. You will be working on your Philosophy of Education exam.</td>
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</tbody>
</table>

The two pairs of students scheduled to run these classes will be rescheduled for the last 2 Thursdays prior to semester break.

Philosophy of Education Exam:

This will be a take-home exam on Socrates, Plato, and Aristotle. It will be handed out Monday, November 18. Classes will be called off on Thursday, November 21, to give you increased time to work on the exam. You are to have completed the exam by Thursday at 6:00 PM. We will collect the exams the next day, Friday, in SRG, but we expect you to stop working on it at the designated time. That way you will have time to recover, read the SRG reading, and participate functionally in SRG.
Room Changes for Specific Meetings:

<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Time and Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 - 11/11</td>
<td>Monday, 2:00-4:00  L 2205 (for end of Dreams Workshop)</td>
</tr>
<tr>
<td>11 - 12/2</td>
<td>Monday, 2:00-4:00  L 2205 (for Questions-on-Piaget Workshop)</td>
</tr>
</tbody>
</table>