

Student Todd Conaway Faculty Jim Stuckey
 Title Alternative and Utopian Philosophies of Education-Independent Study

Course Description:

The study will consist mostly of readings and the students reflections on them. The books: Utopias and Education; Teaching as a Subversive Activity; Freedom to Learn and Linguistics; A Revolution in Teaching will be required reading. The portfolio will be used extensively including reflections of readings, poetry, and quotations. The course will conclude with the student attending the A.E.E. conference in Conn.

Student Evaluation:

During the past month I have furthered my confusion in the areas of educational methods and philosophies, religion, social ethics and action, values, and my pursuit of the meaning of "truth." I have clarified my philosophy of education only in the sense that I know now how important confusion is to becoming self-actualized. I have read books, reflected upon others' opinions, reflected upon my own reflections and opinions, and attended a conference which promotes many of the ideas I currently believe. I have learned that I need to write in a more communicative form and that what little I know is not a very marketable product.

Faculty Evaluation:

I agree with Todd's self-evaluation. Certainly, more than ninety-five per cent of American college students, Todd has invited and struggled with confusion--a confusion that must accompany any person's attempt to do philosophy. He read widely, and for the right reasons--to explore, to consider more options, and not just to bolster a bias or adopt a tidy model and call it his philosophy.

Todd's current state, at the end of this course, is still one of active divergence, increasing numbers of alternatives and contradictions. Even so, he has also begun the process of convergence. He knows that while the jury is still out, we must chop wood, carry water, do what must be done of mundane things. He has thought about marketability as well as "truthness." This study dwelt more on the latter. It is not a study that can stand alone, nor does Todd see it as such. It is part of his overall journey and education. It needs to be balanced by another, focusing on pragmatic issues of education--how to get things done.

This was a good study, perhaps too scattered at times, but still an honest and strong effort. It was good learning.

Lower division credit awarded

Faculty Signature Jim Stuckey Date 12-3-86 Quarter Credit 5