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AUTHOR Coole, Walter A.
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ABSTRACT

This catalog is the second in a series extending and updating teaching materials previously disseminated through the ERIC system, including the "Greenbook System" of training materials for higher education professionals (ED 103 083 and 084). Open Classroom Documentation, a procedural manual for an autoinstructional learning laboratory at Skagit Valley College (ED 103 086), and a number of self-contained programed courses developed for this Open Classroom. Along with a number of minor revisions and additions to the materials cited, the present catalog contains the following major additions: (1) for Philosophic Heuristic Instruction I (ED 103 087), a cassette catalog of audio materials and a complete 15-unit course in the history of philosophy; (2) for Philosophic Heuristic Instruction II (ED 112 972) a complete course in intermediate informal logic; (3) for the Oleanna Math Program (ED 103 088 and 089), a complete course in the history of mathematics; and (4) additional materials for Tiger Learning Skills (ED 112 974). Previous additions and revisions to these instructional programs appeared in the first edition of this catalog (ED 112 971). Included here for the first time are materials for two new Open Classroom programs: Tiger Teaching Skills, self-instructional materials for public school and college teachers, and Studies in Management, self-instructional materials useful for in-service training of teachers and administrators. (BB)

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# GREENBOOK ABSTRACT & CATALOG -- 2

*June, 1976*

## CONTENTS



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This issue of the Greenbook Abstract & Catalog includes materials developed by Walter A. Coole during the academic year 1975-76, errata and minor changes in previously-produced materials.

The first issue's identifying numbers were:

ED 112 971 JC 750 522

TM 760 837

# THE GREENBOOK SYSTEM FOR PROFESSIONAL TRAINING IN HIGHER EDUCATION

Previous ERIC publications for the Greenbook System are:

Purplebook Alpha--ED 103 083
Purplebook Gamma--ED 103 084
Greenbook Worksheets--ED 103 085

These materials are no longer available from Kendall/Hunt Publishing Co. Using institutions may reproduce from ERIC microfiches for instructional purposes.

Purplebook Delta has been written and is now being tested; it will be released in the next issue of this series.

* * * * * * * * * * * * * * * *

Here are some audiotutorial kits we've added to our holdings; we can supply them at cost...

GREENLAP #9. Coole: *Nowadnick's Law.*, "If you're dumb, you gotta work hard," says Dick Nowadnick, SVC instructor in biology. Coole uses this offhand remark as a specimen of ordinary language that can be reduced to precise, empirically-verifiable terminology. Also uses Ciebetz's Law: "Nothing is more infinite than human stupidity."

GREENLAP #10. Coole: *Absolute Truth.* All Walt knows about the subject. (The audio ain't very long.)

GREENLAP #11. Coole: *Pragmatism and Existentialism.* Popularized thumbnail sketches.

GREENLAP #12. Coole: *Problems & Projects in Management.* A short course applying management principles to solve institutional problems.

GREENLAP #13. Coole: *Alfred North Whitehead--A Round Peg in a Square Hole.* A popularized sketch.

GREENLAP #14. Coole: *Employment--A Changing Concept; Honesty and Such.* Philosophic commentaries on how two concepts have evolved in recent years as the result of social changes.

GREENLAP #15. Coole: *The Sophist, Revisited.* A lengthy explanation of the employment of philosophers. Unlike most contemporary philosophers, who identify with Socrates, Coole thinks he's the reincarnation of Protagoras.

GREENLAP #16. Coole: *Green Things.* When a flower child assigned Walt to do a lecture on this topic, she didn't expect a Wittgenstinean pastiche.

GREENLAP #17. Cermak: *Model for Oral Report--Introduction to Philosophy.* Rosemary Cermak demonstrates a terse, thorough delivery of an oral report as required in this course.

SKAGIT
VALLEY
COLLEGE
OPEN
CLASSROOM

# OPEN CLASSROOM DOCUMENTATION

When the Veteran's Administration launched its "get tough" policy, SVC instructors were required to complete a form for a student's file when he failed to complete a course by the end of the term. Page 3.2 gives an open-classroom variation; it's completed by the student and countersigned by the instructor. It provided a solution to red-tape problems that vexed the veteran who enrolled after the first of the term and was allowed, by school rules, to extend his work into the following term.

Pages 3.3ff present a communication to faculty advisors, offering information relevant to helping students enroll in Open Classroom courses.

Interspersed are miniature images of some curriculum boards we constructed to display instructional programs visually. These have been quite helpful in orienting students to the whole curriculum.

My apologies to the ERIC Document Reproduction Service for these miniatures. They won't do well in microfiche reductions.

We can provide copies of the 35mm negatives for graphics work if they'd be of use.

Page 3.12 is a planar display of the Tiger Teaching Skills curriculum; it wasn't part of the memorandum to advisors.

Previous ERIC publication: Basic Open Classroom Documentation

ED 103 086

Information Regarding No-Credit Grade in Education / Mathematics / Philosophy _____

Student _____

I have contacted the instructor regarding the "no credit" grade recieved for this course during _____ term, 19___.

( ) I enrolled during the _____ week of the term.

( ) I will complete the course during the next term, _____, 19___, meeting the following requirements:

1. complete all work specified in the course syllabus, meeting the completion schedule (posted, negotiated);

2. acheive a minimum acceptable passing score for the final examination, to be taken no later that _____;

3. attend weekly scheduled conference with less than two consecutive absences until the final examination has been passed, unless I notify the Counseling Center of Extenuating emergencies.

( ) I cannot complete the course in the forseeable future.

1. The last date of my attendance was: _____

2. I did make an honest attempt to complete the course.

3. My attendance: ( ) weekly as scheduled
( ) absent 25% of weekly conferences
( ) absent 50% of weekly conferences
( ) absent 75% of weekly conferences

4. The major problem I encountered in completing this course was:

_____

_____

and I have taken the following steps to solve that problem:

_____

_____

_____ _____
Date Student signature

The abovenamed student has submitted this report to me and I concur.

_____ _____
Date Walter A. Coole
Instructor, Open Classroom.

1 May 1976

SUBJECT: Advising Students about the Open Classroom

TO: Faculty Advisors

FROM: Walt Coole

How do you explain the Open Classroom? It doesn't fit into the so-called traditional pattern of instruction; the course offerings seem endless. The timing seems not to fit anything in the Class Schedule. The instructor is a nut.

I hope the following will help explain. It consists of some charts that present a lot of information and a few words on the pages in between.

For convenience, this package is divided into three parts:

Learning Skills
Mathematics
Philosophy

---

## Learning Skills

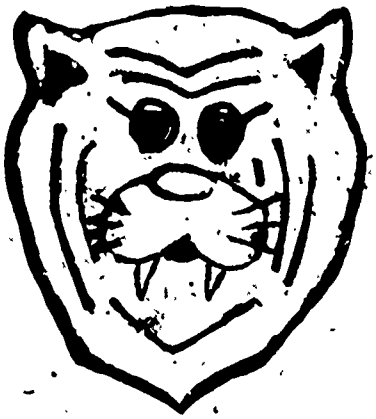
The purpose of this program is to convert academic pussycats into tigers. That is to say, to assist the average-to-bright student insure good grades. A student who chooses not to apply himself won't make it, regardless of what's put before him.

This program systematically avoids reading and writing problems; the Learning Materials Center provides that.

During the fall, winter, and spring terms, Education 105's day sessions are conducted three times a week separately from other Open Classroom instruction; about mid-term, attendance requirements are diminished as work is completed and daily attendance is no longer necessary. For hours, consult the Class Schedule under Education.

Evenings and summer, Education 105 is conducted during regular Open Classroom conference hours.

Having completed the core course, students may select from a large list of prepared materials, additional credit-work under Ed. 251-255--concentrating on needs they decide should be addressed. This process can be continued until the student is prepared to meet a rather high level of learning competence.



# Tiger Learning Skills

*The Tiger Learning Skills for the competent student who wishes to insure success in college. Many of the skills included in the program have extensive use outside purely academic settings.*

**EDUCATION 105 (1 credit)**

The core course of the Tiger Learning Skills program requires about 35 hours for completion. Its four units are...

*FOLLOWING DIRECTIONS: interpreting complex "how-to" instructions*

*LISTENING: a student's most important communication technique*

*NOTETAKING: fundamentals of the "Harvard Outline" method*

*SELF-MANAGEMENT: directing efforts efficiently; allocating time; self-motivation*

After completing the basic course, students may negotiate learning contracts for advanced learning skills at a rate of 45 hours' work per credit. Examples of the work are shown below...

**LEARNING SKILLS OF GENERAL APPLICATION**

Advanced listening and notetaking
Preparing for examinations
Memory training.
Seminar tactics
Study techniques
Library research
Academic freedom and responsibility
Reading college catalogs

**SPECIALIZED LEARNING SKILLS**

Research and writing in various subjects
Specific reading and study techniques
Scientific measurement and data recording
Technical vocabularies

**PREPARATION FOR TRANSFER AND GRADUATE SCHOOL**

Moving from one school to another
Graduate level research
Writing learning contracts

## MATHEMATICS

Pages 5 and 6 display the main offerings in the *Oleanna Math Program*--almost all courses in the catalog are available in the Open Classroom. Where course numbers are not shown, we use Mathematics 251-255 and learning contracts (individual study forms). This allows us to tailor courses very closely to students' specific needs.

Will these courses transfer? Certainly. (Does anyone ask you if yours will?)

Specifically in the calculus sequence and Math 108, we modify the course to the special requirements of recieving institutions--which vary considerably. Incidentally, there's a completely different set of course numbers for the "traditional" and the "Open Classroom" calculus sequences to prevent attempts to switch in mid-sequence (see p. 5). Otherwise, students may switch back and forth between the classroom and the Oleanna Math Program.

### Picking the Right Course to Start

Prerequisites are darned important in math!

If the last math course the student took was over two years ago, and he/she hasn't worked much with numbers since--the rule of thumb is to repeat the last course. We've provided many review options.

### Degree-planning

Mathematical requirements should be met early in the student's program of study. In many cases, courses are prerequisite to science and technical courses. If the standard courses are inadequate to fit a particular student's need, please have her/him contact us early--hopefully, we can develop something tailor-made to fit. Don't forget to check out the recieving institution's requirements for transfer students.

### Scheduling

Summer and night school: simply check the class schedule.

Daytime during the regular sessions:

- --Students who have completed one Open Classroom course can and should handle their own scheduling.
- --Students new to the Open Classroom:
  - (i) schedule all other classes
  - (ii) select from the Class Schedule, one pair of conference hours listed--and enter on the student's card; these are not "by arragnement"
  - (iii) select an initial meeting time for the first contact

If the student arrives at the right time, at the right place, enrolled in the right course, he'll have a much smoother start.

Early Starts

I appreciate being sent students who want to start early on their course of study. Education 105 is especially good to begin before classes take up in the fall term.

After a student finishes his/her last final exam is an excellent time to drop in and get started. If she/he has spare time during the break between terms and can handle independent study, the subsequent term can be lightened considerably.

If I can predict my last week's schedule, I'll post regular early-start initial meeting hours near registration activities.

If an Advisee Contacts You About Difficulties in the Open Classroom

I want to find out about the difficulty. I can't solve problems unless I know about them.

--Is the student uncomfortable about the lack of lectures? Some students have never experienced any other form of instruction than conventional group-paced lecturing; in the math program, there are alternatives. The student might do better in a more traditional system.

--Does the student have difficulty getting oriented? The only way to get more familiarity with the Open Classroom--beyond what can be told to a student--is for the student to be led through the process once. That's what I'm for.

--Would you like to help with the details? Have the student bring his course syllabus and textbook. Begin by asking the student to explain how he's proceeded through the syllabus (complete directions for pursuing the course of study). Don't be surprised if the student is nonplussed at mention of the course syllabus--this is the most frequent source of student bewilderment: not using the syllabus as the basic guide.

--Is the student having difficulty with the subject matter? This indicates that there's some difficulty with prerequisites. Either he, you or I goofed in making sure that the student had the prerequisites and background for the course. Since we're on a continuous-enrollment basis, a course change is appropriate just about any time--but the sooner the better.

WE HAVE TUTORS AND STUDENT COACHES.

FEW NON-COMPLETIONS ARE INEVITABLE.

**MATH 1 (3) PRE-ALGEBRA**

Arithmetic required to do well in algebra and advanced courses: addition, subtraction, multiplication, division; fractions, decimals, percent; word problems, formulas, simple factoring, powers and square roots

**MATH 2 (3) BASIC ALGEBRA Part I**

**MATH 3 (3) BASIC ALGEBRA Part II**

These two courses are equivalent to the first two-semester course of algebra studied in high school. They may be taken in two succeeding terms or both in the same term.

Review of arithmetic, numbers and sets, algebraic operations, equations and inequalities, products and factors. Algebraic fractions, open sentences, powers and roots, quadratic equations. Pre-requisite: Math 2.

**THE MULTI-TRACK SYSTEM**

Math, once-mastered, can evaporate. It takes just about 2 years to lose half of the content of a course (or more!)

Students undertaking a course for the first time normally take the STANDARD PATH.

For students whose recollection is just fine...we recommend they repeat the last math course, using the REVIEW PATH; there's one for all numbered courses listed here, except for Math 8, 108, 121, 122, and 123.

And there's another option: a "quickie review" negotiated as a learning contract for one or two credits.

**MATH 101 (5) INTERMEDIATE ALGEBRA**

The topics covered in this course include: methods of solving linear and quadratic equations, systems of equations, the function concept, graphs, and variation. It's equivalent to the second year of high school algebra. Prerequisite: Basic Algebra.

**MATH 111 (4) PRE-CALCULUS I: FUNCTIONS & RELATIONS**

"College Algebra" includes: axiomatic structure of mathematics, number systems, relations and functions. Prerequisite: Intermediate Algebra.

**MATH 108 (5) PROBABILITY & STATISTICS**

Introduction to probabilities, independent trials, functions on the sample space, approximations to the binomial distribution. Elementary statistics & applications. Can be personalized to requirements of an institution to which the student is transferring. Prerequisite: Intermediate Algebra.

**INTRODUCTION TO FINITE MATHEMATICS**

This learning contract sequence is developed for students in biology, economics, business administration & psychology. It includes Math 111, and is individually developed to meet the student's specific academic needs.

**MATH 112 (4) PRE-CALCULUS II: PERIODIC FUNCTIONS**

"College Trigonometry" includes: angular units, periodic functions, identities, induction. Prerequisite: Functions & Relations.

**MATH 120 (4) ANALYTIC GEOMETRY**

In this course, the student will master the mathematical description of points, straight lines, and various conic sections, arrayed in Cartesian space. Prerequisite: precalculus math with a grade of B.

# Oleanna Math Program

**MATH 121 (6) MATH 122 (5) MATH 123 (5)**

**THE CALCULUS OF DERIVATIVES AND INTEGRALS**

| TECHNIQUES | APPLICATIONS | PRINCIPLES |
|---|---|---|
| The rules of calculus: what they are and how to use them mathematically. | Practical use for the laws of calculus. Examples shown for physics and economics prepare the student to apply calculus in any field. | The theoretical concepts defined; the validity of calculus substantiated. |

*Math 120, 121, 122 & 123 are equivalent in content to Math 220, 225, 226 & 226, but are presented in a different order of subjects. Students may not switch from one sequence to another without re-starting. Math 120-123 will transfer to senior institutions as a block of calculus with analytic geometry; however, in some cases, if less than the whole 4-credit sequence is transferred, it will serve only as elective credits.*


*In general, mathematics courses require more study than most other disciplines. The following average time requirements include conference time and testing as well as study; and are offered as a realistic guide.*

| # credits | total hours per week in a... hours' work | standard 11-week quarter | 6-week summer |
|---|---|---|---|
| 1 | 33 | 3 | 5½ |
| 2 | 66 | 6 | 11 |
| 3 | 99 | 9 | 16½ |
| 4 | 132 | 12 | 22 |
| 5 | 165 | 15 | 27½ |
| 6 | 198 | 18 | 33 |

*Students may negotiate, in advance, learning contracts for part of a course to be completed in a term--allowing two terms for its completion.*

**MATH 8 (S) PLANE GEOMETRY**

This course satisfies college entrance requirements of two semesters of high school geometry. It emphasizes geometric topics which have high practical application and importance for advanced studies. The student may choose part of the course's work from the Smorgasbord. Prerequisite: Basic Algebra.

**PRACTICAL PLANE TRIGONOMETRY**

This short course may be taken as part of Plane Geometry or as a one-unit learning contract.

**MATHEMATICS FOR ELEMENTARY TEACHERS**

Individually-developed sequence for future public school teachers; based on requirements of transfer-institution and anticipated needs. Learning contracts only.

**UNCLE THORBALD'S MATHEMATICAL SMORGASBORD**

A collection of over 100 mini-courses covering a variety of mathematical principles and applications. Students may select projects from this collection to raise course grades or compile several for a personalized learning contract.

Learning contracts can be negotiated for one to five credits at roughly 33 hours' work per credit.

**HISTORY OF MATHEMATICS**

Advanced students of mathematics may study the history the subject in a sequence of 15 one-credit courses.

The historical study begins with recorded history and ends in contemporary times. Intermediate algebra is prerequisite for the first course; by the time the student undertakes the study of early modern mathematics, he or she should begin the study of calculus.

**TEACHING INTERNSHIPS**

Upper-division and graduate students in mathematics who are enrolled in cooperating colleges and universities may receive internship experience in Skagit Valley College's Open Classroom mathematics program.

## PHILOSOPHY

Pages 8 and 9 display the four philosophy courses listed in the catalog and a large number of independent-study options.

The lines between the bubbles indicate prerequisite-chains.

The "contracted studies" shown were not designed primarily for the usual 18-25 year old academic transfer student. However, they are are available if needed.

What are they for?

--Mature philosophical hobbyists
--Advanced students (perhaps through enrollment at a senior institution)
--"Upside down" transfers (BA's back to learn a vocation) who want to keep their hand into the humanities
--Philosophy majors

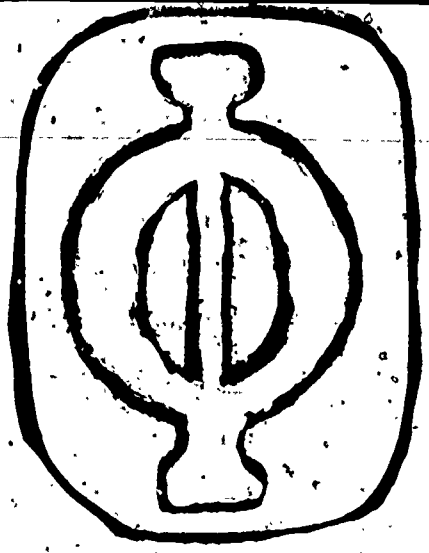
About Phil 120

Most subjects are difficult because they are so complex; symbolic logic is difficult because of its simplicity. This subject is notorious as the most difficult part of any college's curriculum; it compares with calculus, molecular genetics, organic chemistry, linguistics, etc.

Marginal liberal arts students who take this course to avoid algebra are almost certain to be in serious trouble.

Degree-planning
Scheduling
Early Starts
Difficulties

See pages 3-4



SHASTA VALLEY COLLEGE

PHIL 100 (5) INTRODUCTION TO PHILOSOPHY

Provides for mastery of basic philosophic techniques; recognizing philosophic concepts and viewpoints; critical thinking.

PHIL 215 (5) INTRODUCTION TO ETHICS

Study of morality. Organization of priorities and principles with regard to planned actions. One frequently chosen option: study of the student's vocational choice and the acceptance of a professional code of conduct.

CATALOG COURSES

CONTRACTED STUDIES

ADVANCED SURVEY OF PHILOSOPHY

A maximum of three 5-credit courses exploring various topics of philosophy as subdivisions of the disciplinary tradition

ADVANCED SURVEY OF ETHICS

Further study of man's moral and ethical behavior; the processes by which ethical decisions are made; for specific action and generalized moral judgements. 5 credits.

TOPICAL STUDIES IN PHILOSOPHY

Concepts, philosophers, analyses and decisions; variable credit.

HISTORY OF PHILOSOPHY

Advanced students in philosophy may study the history of the philosophic tradition in a sequence of 15 one-credit courses.

PHILOSOPHY OF RELIGION

Religious movements of the world: their history, doctrines, and practices; 5 credits.

Religious behavior as understood by sociology and psychology; 5 credits. Optional in the sequence.

Theology: philosophers' view of God, mankind, and the Church; variable credit.

ETHICAL ANALYSIS

A rigorous study of the language of ethics and decision-making; 5-10 credits. Recommended prelimineries: logic.

MATHEMATICAL AXIOLOGY

Quantified ethical decision-making, accounting for variance of valuation and outcome-probabilities; variable credit. Prerequisite in addition to ethical analysis: mathematics, including probability, statistics, calculus, and formal logic.

MAN'S WORK

The basic assumptions and ethical obligations of vocations and professions; variable credit.

MAJOR IN PHILOSOPHY

*For the beginning student, the Open Classroom philosophy program offers a course in career planning and continuing instruction in study techniques appropriate to academic success in the discipline.*

TEACHING INTERNSHIPS

Upper-division and graduate students in philosophy who are enrolled in cooperating colleges and universities can recieve internship experiance in Skagit Valley College's Open Classroom philosophy program.

*Typically, philosophy courses require more study than most other disciplines. The following average time requirements include conference time and testing as well as study; and are offered as a realistic guide.*

| # credits | total hours' work | hours per week in a... standard 11-week quarter | 6-week summer |
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| 1 | 33 | 3 | 5½ |
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| 4 | 132 | 12 | 22 |
| 5 | 165 | 15 | 27½ |
| 6 | 198 | 18 | 33 |

*Students may negotiate, in advance, learning contracts for part of a course to be completed in a term--allowing two terms for its completion.*

PHIL 111 (3) INFORMAL LOGIC

Problem-solving strategies and solutions of problems; identification of fallacies and their avoidance.

PHIL 120 (5) FORMAL LOGIC

A rigorous course in the calculus of sentence relations and predications. The following are helpful preliminaries: Informal Logic and Precalculus Mathematics.

ADVANCED PROBLEM SOLVING

Psychology and strategies of problem-solving; may include specific applications. Prerequisites may apply in some fields. Variable credit.

FALLACIES

Intellectual mistakes and the conditions that produce them; how to avoid, minimize and compensate. Variable credit.

PRAGMATICS AND SEMANTICS

The nature, use, and effect of natural and artificial languages. Two 5-credit courses. Recommended preliminaries: mastery of English grammar and sentence diagramming.

SPECIAL PREDICATIONS

Formal interpretations of: 'the', '=', and set-membership. Entailments of their definitions. 6 or more credits.

SCIENTIFIC METHOD

Processes by which scientific investigations are conducted and conclusions are drawn; variable credit.

INFORMATION THEORY

How information is transmitted, stored and interpreted. Distortions and losses, both human and cybernetic. 3 credits.

AXIOMATIC SET THEORY

Sets and their relations defined and investigated; 5 credits.

FOUNDATIONS OF SCIENCE

The general hypotheses of science and its traditions of thought identified and examined; variable credits.

PHILOSOPHY OF LANGUAGE

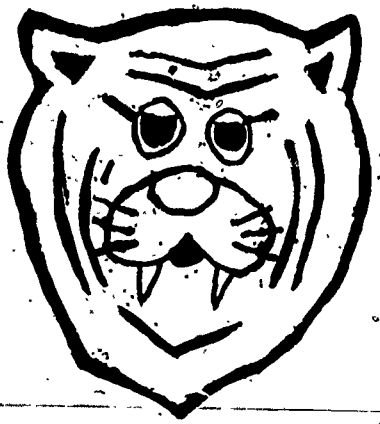
Analytic and speculative investigations of communication. Variable credit.

THEORY OF NUMBERS

The development of "ordinary arithmetic" from notions of sets and more fundamental logical concepts; special reference to Peano's Postulates. 5 credits.

MATHEMATICAL SYSTEMS

How "ordinary" and "non-Euclidean" mathematical systems behave; their limitations as shown by the Godel theorem. 5 or more credits.



# Tiger Teaching Skills

The Tiger Teaching Skills program provides professional training for accomplished teachers and administrators of Community College District #4. All instruction is individualized or provided through student-managed seminars and is determined by learning contracts.

Some subjects related to management may be studied by managers of non-school organizations for credit in Mid-management.

BASIC COMPETENCIES: In this program, the student reviews basic teaching skills and selects areas of improvement for work: study and practice.

GREENBOOK: SYSTEM FOR PROFESSIONAL TRAINING IN HIGHER EDUCATION: a system of on-going professional contract-analysis and performance upgrading; concerned with teaching, advising, committee work, community service, and college governance.

EDUCATIONAL MANAGEMENT: basic principles and fundamental practices of good management.

PRINCIPLES AND PRACTICES OF TEACHING: a variety of topics for in-depth study for teachers who wish to attain a high degree of competence, based on theoretical knowledge of the teaching process

PHILOSOPHIC HEURISTIC INSTRUCTION (PHI)

PART I: General Courses

Previous ERIC publication: ED 103 087.

Introduction to Philosophy

Course outline: eliminate from student material list:

Automata Student Response Card

Course syllabus:

P. 2.1: Add under (5)

(Optional) If you'd like to hear what an acceptable oral report is like, see Greenlap #17: Model Oral Report for Introduction to Philosophy.

P. 4.1: Change...

1. Using a standard 50-entry test form, score at least 45 "right"

to...

1. Using standard notebook paper, score at least 45 "right"

P. 4.1: Insert below "Specially designed projects":

Additional oral reports on recorded materials (four from the Cassette Catalog; ask for additional worksheets.

---

Page 4.3 provides a worksheet image for this last change, thus providing another A-project option for the student.

Pages 4.4 to 4.6 illustrate an acceptable response to a personalized essay exam question for this introduction course.

To replace the original documentation's fixed-form Cassette Catalog, we've created a sequence of 5" X 8" sheets which furnish a breif précis of the audio materials and cataloged roughly by Dewey-decimal grouping. Included in this are all the commercially available materials our program has acquired and found satisfactory. Updates for this file will reflect new acquisitions.

Introduction to Ethics

Course outline: eliminate from student material list:

Automata Student Response Card

Course syllabus: change p. 5.1...

1. Using a standard 50-entry test form, score at least 40 "right" to...

1. Using standard notebook paper, score at least 40 "right"

---

Page 4.44 is a model response to this course's "Task 1.4

History of Philosophy

The final entries in Part I are course outline, syllabus, etc. for an individualized study of the history of philosophy.

Name _____

Date _____

WORKSHEET FOR ORAL REPORT
(Audiotape)

Title: _____

Speaker: _____

Key terms & concepts: _____

_____

_____

General opinion supported: _____

_____

_____

An example from your own experience that the speaker would agree is illustrative of his opinion:

_____

_____

_____

Your reservations about the ideas put forth: _____

_____

_____

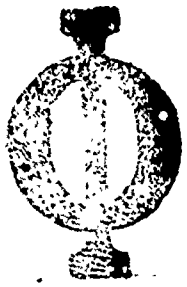
---

YOUR INSTRUCTOR'S EVALUATION: _____

_____

_____
Instructor

4.3



INTRODUCTION TO PHILOSOPHY: Model Essay Exam.
By Andy Eshola, Skagit Valley College

*A long time ago, the distinction between a laborer and a craftsman was given thus...*

*A LABORER ONLY WORKS WITH HIS HANDS: THE CRAFTSMAN USES, IN ADDITION, HIS MIND.*

*The addage also distinguishes artists--but with concepts too ephemeral for any practical use to a logical empiricist.*

*With a little practice and a knowledge of individual students, the instructor can write individualized essay exam questions for students who have distinguished basic course competence (grade = B) and who wish to procede to a grade of A.*

*Mr. Eshola is employed as a line worker in industrial production. During his course of study, we discussed some of the equipment he worked with. While industrial safety rules are pretty strict in his plant, an alert, thoughtful worker will realize that faulty equipment is both dangerous and counterproductive. This train of thought led me to pose the following question as his essay topic...*

*CONSIDER A SERIOUS EQUIPMENT FAILURE. LIST ALL THE ROLES WHOSE RESPONSIBILITIES MIGHT COME INTO PLAY AND GIVE REASONS FOR YOUR INCLUDING THEM ON THE LIST.*

*Mr. Eshola's response demonstrates his capacity for developing abstract thinking from his own concrete experience in a systematic way. Here is his response...*

## SERIOUS EQUIPMENT FAILURE AND RESPONSIBILITY

In analyzing the problems of serious equipment failure responsibility I will not pick one or any specific problem or mishap; rather, I will list different individuals (roles) from the very bottom of the ranks of employees through the different departments concerned with the hypothetical breakdown--and stating why they would be connected with a breakdown. I will cover most plant areas of operation; however, there may be at one time or another, other individuals not listed here--who are at fault, depending on the peculiarity of the incident. I feel that to cover the range of blame could be carried out indefinitely and that it would protract this response unnecessarily.

Equipment operator and unit serviceman.

The blame for an equipment failure must be immediately assigned, in part,

because of the immediacy of their positions with respect to the equipment. These two individuals must take responsibility for their ignorance if the area of their neglect extends into their expected training and job competence.

Unit boss.

Part of the blame falls on the unit boss for not stressing the importance of proper service and not seeing that is carried out.

Training department.

First, the training department should insure that each worker's training covers service and maintenance of equipment he is likely to work with. Second, merely presenting the information is like production without quality control; they should see that the information is learned. Also, they should systematically develop attitudes which are needed to insure that information is applied when appropriate.

Personnel department.

In selecting a man to be hired for a given position, Personnel should identify individuals who have the basic competence for operating job-related equipment and who are sufficiently responsible to do their jobs well. If they haven't assigned the right man to the job, and an equipment failure results, then they must share in the blame, even if indirectly.

Division.

In some cases, Division must pick up the responsibility for equipment failures. This might occur when there's overproduction being taken on; overproduction can wear out both workers and equipment. Or, in other cases, when equipment is run past its design-life.

Maintenance department.

If repair and checkout of equipment is below standard, or if follow-through of regular check-off is not achieved, or if maintenance people are not qualified--then there are grounds for assigning blame to maintenance. I want to say that the blame does not belong as much to maintenance personnel as the head man of the various maintenance departments. However, unqualified maintenance people should share in blame; they should report being unfamiliar with maintenance procedures for various equipment, rather than trying to bluff through without knowing the extent of their ignorance. But still, the head of maintenance is primarily at fault when he fails to assign men properly, check his men out for specific maintenance jobs, or follow through with a job check.

Equipment supplier.

To get a broader view, one which includes external agencies, we may consider the supplier--when he uses substandard materials, poor engineering design, etc. He may also fail to specify operating conditions and maintenance--or do so in such a way as to mislead the purchasing user.

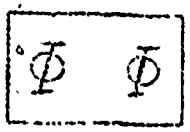
Company management.

If we were to analyze the blame of a breakdown on the company level, we would find that blame, like water, always runs downhill.

I believe that it should run the opposite: uphill.

True, the blame for equipment failures of a serious nature should be laid evenly on the way up. But when we reach the top level, a major part should be put on top executives. They are the ones that govern the plants appoint people, approve operations, and construct systems. Tacitly, they approve everything that goes on.

The breakdown of equipment--in many cases--can be traced to mental attitudes of workers toward their jobs: morale. This is the result of administrative policy, more than anything else.




*This packet is a listing of all current "Cassette Catalog" selections. This collection was made specifically for use in the Philosophic Heuristic Instruction course, Introduction to Philosophy, and contains specifically philosophic topics as well as other topical presentations sufficiently abstract enough to be used for elementary philosophic analysis, as formulated in the report requirements specified in the course syllabus.*

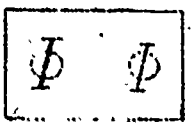
*Although masters are supplied on 8 1/2" X 11" stock, copies may be cut to 5" X 8" sheets to meet access and filing needs. These sheets are easily re-arranged for special needs of the reader, whether he is a student, open classroom teacher, or counselor.*

*At the top of each card, a sequence number appears. The first digit (followed by a diagonal) designates the file section and is assigned as follows...*

*0: Introduction*
*1: Commercially-sold recordings.*
*2: Locally-recorded events.*
*3: Recordings specifically developed by the individual teacher.*

*Following the diagonal, the three-digit classifier, as defined for the Dewey classification system. Since the first section of this collection is furnished by me, I'll provide the classification--to elicit howls of anguish*






*from professional library catalogers. In sections 2 and 3, these are assigned locally.*

*The last digit, following the period, is a sequence number within the class.*

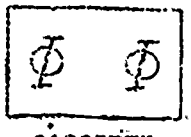
*A brief of the Dewey system is as follows:*

| | | | |
|---|---|---|---|
| 000 | GENERAL WORKS | 100 | PHILOSOPHY |
| 010 | Bibliographies & catalogs | 110 | Ontology : methodology |
| 020 | Library science | 120 | Knowledge, cause, purpose, man |
| 030 | General encyclopedic works | 130 | Pseudo- & parapsychology |
| 040 | | 140 | Specific philosophic viewpoints |
| 050 | General periodicals | 150 | Psychology |
| 060 | General organizations | 160 | Logic |
| 070 | Newspapers & journalism | 170 | Ethics |
| 080 | General collections | 180 | Ancient, medieval, oriental phil. |
| 090 | Manuscripts & book rarities | 190 | Modern western philosophy |



*5" x 8" format, cut along dotted lines. For current update, consult:* Greenbook Abstract

→0/3



CASSETTE CATALOG

200 RELIGION
210 Natural religion
220 Bible
230 Christian doctrine
240 Christian morals, ritual
250 Christian pastoral
260 Christian social & ecclesiastical
270 Hist. & geog. of Chr. Church
280 Chr. denominations & sects
290 Other religions

300 SOCIAL SCIENCES
310 Statistics & statistical methods
320 Political science
330 Economics
340 Law
350 Public administration
360 Welfare & association
370 Education
380 Commerce
390 Customs & folklore

400 LANGUAGE
410 Linguistics & non-verbal language
420 English & Anglo-Saxon
430 Germanic languages
440 French, Provencal, Catalan
450 Italian, Romanian, etc.
460 Spanish & Portuguese
470 Italic language
480 Classical & Greek
490 Other languages

500 PURE SCIENCES
510 Mathematics
520 Astronomy
530 Physics
540 Chemistry
550 Earth sciences
560 Paleontology
570 Anthropology & biological science
580 Botany
590 Zoology

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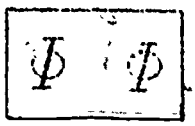
→0/4



CASSETTE CATALOG

600 TECHNOLOGY
610 Medicine
620 Engineering
630 Agriculture
640 Domistic arts
650 Business
660 Chemical technology
670 Manufacturing
680 Assembly
690 Buildings

700 FINE ARTS
710 Civic & landscape art
720 Architecture
730 Sculpture
740 Drawing & decorative arts
750 Painting
760 Graphic arts
770 Photography
780 Music
790 Recreation

800 LITERATURE
810 American literature in English
820 English & Anglo-Saxon
830 Germanic
840 French, Provencal, Catalan
850 Italian & Romanian
860 Spanish & Purtuguese
870 Italic
880 Classical & Greek
890 Literature in other languages

900 GEOGRAPHY, BIOGRAPHY, HISTORY
910 Geography
920 Biography, geneology
930 Ancient history
940 Modern European history
950 Asia
960 Africa
970 North America
980 South America
990 Other history



5" x 8" format, cut along dotted lines. For current update, consult: Greenbook Abstract

+ 0/5

CASSETTE
CATALOG

*At the top right, the recording's title is given; and following, the speaker--on, in some cases, the author, if the work is being read.*

*To the right of the time, a space have been provided for the local library's identification. This is left blank for local adaptation; this should be filled in for local reproduction, so that students can identify to the local librarian, the item needed.*

*The precis is provided to facilitate selection of material to appeal to student interest. In some instance, the recording's vendor has given me permission to reproduce its catalog description.*

*In the lower right-hand corner, the vendor is identified and his catalog number is provided. The price given is effective at the time I purchased the material and will change, inevidably. I do not plan to update this information.*

*In a few cases, the recordings listed herein are available only on disks or reel-to-reel tapes. We'll leave it to the using institutions to cope with the problem of varying media-formats as best they can.*

*In the catalog, there are some items that were developed at Skagit Valley College but which are made available to other institutions through "Coole & Reitan." We are priv ledged to include George Seidel's satiric series, Serious Whimsey.*

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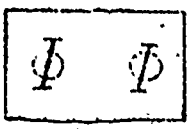
+ 0/6



CASSETTE
CATALOG

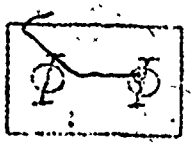
*While the market for philosophic audio presentations is a bit limited, we offer our modest facilities to other philosophy teachers for releasing their best teaching efforts for more widespread usage.*

*I'd appreciate suggestions for additions, or other comments on this collection.*

*Walter A. Coole*
*The Open Classroom*
*Skagit Valley College*
*Mt. Vernon, WA 98273*



*5" x 8" format, cut along dotted lines. For current update, consult:* Greenbook Abstract



CASSETTE
CATALOG

→0/7 → Source List

Not all of the recordings listed in this publication are sold in original copy as cassettes; some are sold as disks and reel-to-reel tape.

Academic Redording Institute
4727 Oakshire
Houston, TX 77027

American Association for the Advancement of Science (AAAS)
1515 Massachusetts Ave. NW
Washington, DC 20005

Caedmon Records, Inc.
505 Eighth Ave.
New York, NY 10018

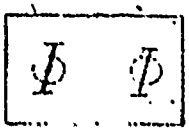
Center for Cassette Studies
8110 Webb Ave.
North Hollywood, CA 91605

Innovator's Press, Inc.
P.O. Box 13052
Tucson, AZ 85732

Everett-Edwards
P.O. Box 1060
Deland, FL 32720

National Association of Educational Broadcasters
1346 Connecticut Ave. NW
Washington, DC 20036

Pacifica Tape Library
5316 Venice Blvd.
Los Angeles, CA 90019



CASSETTE
CATALOG

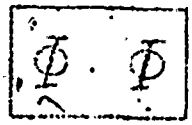
→0/8 → Source List (cont'd)

Teaching Technology Corp.

Xerox University Microfilms
300 North Zeeb Rd.
Ann Arbor, MI 48106



5" x 8" format, cut along dotted lines. For current update, consult: Greenbook Abstract



CASSETTE
CATALOG

→1/100.1 →Charles Frankel Discusses Philosophy

*Speaker/author:* Charles Frankel

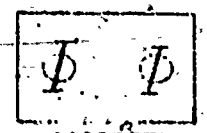
*Time:* 40 minutes each *Library #:*

*Precis* 1. Philosophers and the Ordinary Man
2. What Is Philosophy?
3. Philosophy as a Science
4. Classical Moral Philosophy
5. Modern Moral Philosophy
6. Contemporary Moral Philosophy
7. Philosophy and Science
8. Science and Human Values
9. Politics and Society
10. The Future of a Free Society

*Source:* Academic Recording Institute

*Catalog #:* CF-1 through CF-10

*Price:* $



CASSETTE
CATALOG

→1/100.2 →Bertrand Russell Speaks

*Speaker/author:* Bertrand Russell with Woodrow Wyatt

*Time:* 45 minutes *Library #:*

*Precis* Philosophy and Science
The Influence of Religion
Taboo Morality
Fanaticism

*Source:* Caedmon Records, Inc.

*Catalog #:* TC 1149 (Disc only)

*Price:* $ 6.98



4.11

ERIC

*5" x 8" format, cut along dotted lines. For current update, consult:* Greenbook Abstract

CASSETTE CATALOG

→1/109.1 →The History of Ideas

*Speaker/author:* Clifton Fadiman, William Gorman, Leo Rosten

*Time:* 27 minutes *Library #:*

*Precis*

How ideas affect men and societies.
- Where did the idea of democracy originate?
- Why was the theory of the United States considered a good idea?
- Why was the abolition of slavery once an unpopular idea?
- Why has Christianity been the most dominating socio-economic idea of the Western world?

What are the major ideas that have changed the world? Critic Clifton Fadiman, social scientist Leo Rosten and William Gorman from the Institute for Philosophical Research consider this question. As they discuss such subjects as democracy, slavery abolition, Christianity and Machiavellianism, we grasp the general movement and conflict of major ideas and ideologies throughout history. When old and new ideas are at odds, the very character of society is shaken and ideas are constantly evolving: thus, the vital process of

*Source:* Center for Cassette Studies

*Catalog #:* 1787

*Price:* $ 14.95

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CASSETTE CATALOG

→1/149.1 →Language in Human Thought and Action

*Speaker/author:* S. I. Hayakawa

*Time:* 90 minutes each *Library #:*

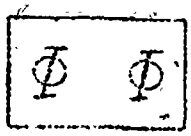
*Precis*

1. Why General Semantics?
2. What Do you Know and How Do You Know?
3. The Self-concept and Its Role in Communication

*Source:* Everett-Edwards

*Catalog #:*

*Price:* $ 4.12



CASSETTE CATALOG

→ 1/149.2 → Semantics & Social Thought

*Speaker/author:* S.I. Hayakawa

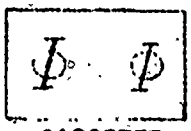
*Time:* 90 minutes *Library #:*

*Precis* The impact of language on concepts of social relations.

*Source:* Everett/Edwards, Inc.

*Catalog #:*

*Price:* $



CASSETTE CATALOG

→ 1/149.3 → Semantics & Sexuality

*Speaker/author:* S.I. Hayakawa

*Time:* 90 minutes *Library #:*

*Precis* Language's effect on sexual behavior and outlook.

*Source:* Everett - Edwards, Inc.

*Catalog #:*

*Price:* $



5" x 8" format, cut along dotted lines. For current update, consult: Greenbook Abstract

CASSETTE CATALOG

→ 1/155.1 → The Awful Idea of Being an Individual

*Speaker/author:* Charles Frankel

*Time:* 31 minutes *Library #:*

*Precis*

*Source:* Pacifica Tapes Library

*Catalog #:* BB 0698

*Price:* $ 12.00

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CASSETTE CATALOG

→ 1/155.2 → Evolution of a Culture

*Speaker/author:* B.F. Skinner

*Time:* 27 minutes *Library #:*

*Precis* B. F. Skinner considers the cultural implications of behaviorism.

- What is Dr. Skinner's view of the future of democracy?
- Who would be in power in an operantly conditioned society?
- What is Dr. Skinner's theory of counter-control?
- What is the "rule against final causes"? According to B. F. Skinner, not only do we have the ability to influence our biological evolution, but now through operant conditioning we have the means to control the way our culture evolves. Denying that the techniques he espouses will lead to fascism, Dr. Skinner asserts that operant conditioning can encourage progress toward freedom and dignity.

*Source:* Center for Cassette Studies

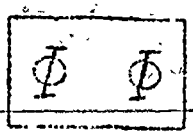
*Catalog #:* CSD1564

*Price:* $ 14.95 4.14



*5" x 8" format, cut along dotted lines. For current update, consult:* Greenbook Abstract

→ 1/170:1 → The Mature Person's Approach to Values



CASSETTE CATALOG

*Speaker/author:* Carl Rodgers

*Time:* 37 minutes *Library #:*

*Precis* A psychologist's advice on the ethical conduct of life. 1963

*Source:* Pacifica Tapes Library

*Catalog #:* BB 0646

*Price:* $ 12.00

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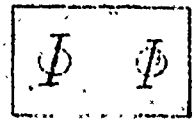
→ 1/183.1 → The Trial & Death of Socrates



CASSETTE CATALOG

*Speaker/author:* Plato (From the Dialogues)

*Time:* See below *Library #:*

*Precis*

Cassette 1 and side I of Cassette 2: 90 minutes - The Apologia.
Cassette 2, Side II: 45 minutes - The Caito

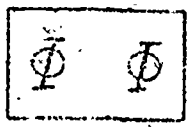
*Source:* Teaching Technology Corp.

*Catalog #:* TC-GL-60

*Price:* $ 4.15



*5" x 8" format, cut along dotted lines. For current update, consult:* Greenbook Abstract



CASSETTE CATALOG

→ 1/183.2

→ The Legacy of Socrates (The Pains of Truth)

*Speaker/author:*

*Time:* 24 minutes

*Library #:*

*Precis*

The oratory of philosophy's patron saint dramatically recreated.

- Why did Socrates' search for truth panic the citizens of Athens?
- For what crimes was Socrates sentenced to death?
- Why did Socrates use a myth as his chief defense?
- Why did he refuse to escape when he had the chance?

"If you set me free now, but on one condition only--that I am not allowed to inquire and further look into the nature of things on pain of death--then I reply: while I have life and strength I shall never cease from the practice and teaching of philosophy." These words were spoken by Socrates at his trial more than 2,300 years ago. In this dramatization the listener is brought into the courtroom to hear the brilliance of Socrates' argument and the honesty of his convictions.

*Source:* Center for Cassette Studies

*Catalog #:* 5025

*Price:* $14.95

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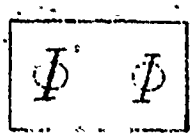

CASSETTE CATALOG

→ 1/184.1

→ How to Read Platonic Dialogue

*Speaker/author:* Scott Buchanan

*Time:* 29 minutes

*Library #:*

*Precis*

Scott Buchanan stresses the dramatic structure of the "Dialogues".

- What was Aristotle's definition of virtue?
- What three characters are present in every comedy?
- What role does Socrates play in the "Dialogues"?

Plato, once considered the great philosopher of liberalism, is now thought by many to have been an apologist for fascism. This latter reading of Plato's work, in the opinion of Scott Buchanan, is "thin, literal, gross, and almost boorish." According to Buchanan, a Platonic dialogue should be read first as a drama and second as a comedy. In this program he examines Plato's work in the context of this view.

*Source:* Center for Cassette Studies

*Catalog #:* CSD1476

*Price:* $12.95



*5" x 8" format, cut along dotted lines. For current update, consult:* Greenbook Abstract

CASSETTE CATALOG

→ 1/188.1 → Meditations of Marcus Aurelius

*Speaker/author:* Marvin Miller

*Time:* 45 minutes each *Library #:*

*Precis*

6 cassettes, giving extracts of Marcus Aurelius' Intellectual diary.

*Source:*

*Catalog #:*

*Price:* $

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CASSETTE CATALOG

→ 1/190.1 → Chance & Novelty

*Speaker/author:* Henry David Aiken

*Time:* 2.5 hours *Library #:*

*Precis*

A series of five talks by Professor Henry David Aiken, 30 minutes each.

Until the 18th century, according to Professor Henry David Aiken, Western philosophy was dominated by rationalistic, deterministic theories which denied the possibility that chance played an effective part in human history. Then Hume overturned those theories and, with them, the ordered universe of fixed and final causes which they postulated. There followed an explicit assault on the principle of necessity by Nietzsche, Bergson and Marx, and implicitly in the work of Charles Darwin. The American pragmatists, led by William James, then replaced conceptual necessity with the idea that virtually anything is possible, while the idea of existential necessity was discredited by the existentialists, who held out "hope that there may be new forms of human possibility not hitherto realized." Professor Aiken here chronicles the decline and fall of necessity as a philosophical principle.

*Source:* Center for Cassette Studies

*Catalog #:* CBC185

*Price:* $ 59.95



*5" x 8" format, cut along dotted lines. For current update, consult:* Greenbook Abstract

→ 1/300.1 → Teacher-Student Empathy

CASSETTE CATALOG

*Speaker/author:* Joseph Spatafora

*Time:* *Library #:*

*Precis* Qualities and characteristics of the "good" social studies teacher.

*Source:* Innovator's Press, Inc.

*Catalog #:*

*Price: $*

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→ 1/301.1 → Profit & Pollution

CASSETTE CATALOG

*Speaker/author:* Barry Commoner

*Time:* 59 minutes *Library #:*

*Precis* Barry Commoner examines the economy and ecology.

- What effects might nuclear technology have on the environment?
- How have natural ecological systems been broken after World War II?
- What is the relationship between profit and pollution?

Ecologist Barry Commoner says that "the real trouble is that we have changed our technology in a counter environmental way." Since the close of World War II, the scientific theories of the thirties and forties have been translated into practical technology, providing the American consumer with more than he needs and, in the process, breaking down our relationship with nature. On this cassette, Commoner explains why we are becoming the victims of our technology rather than the masters.

*Source:* Center for Cassette Studies

*Catalog #:* 29371

*Price:* $16.95



*5" x 8" format, cut along dotted lines. For current update, consult:* Greenbook Abstract

CASSETTE CATALOG

→ 1/301.1 → Is There An Optimum Level of Population?

*Speaker/author:* American Association for the Advancement of Science (Panel)

*Time:* 90 minutes per cassette *Library #:*

*Precis*

1-3 Physical factor
4-5 Biological parameters
6-7 Social, personal
8-9 General Discussion

*Source:* American Association for the Advancement of Science

*Catalog #:* Write for current availability

*Price:* $

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CASSETTE CATALOG

→ 1/301.2 → Two Cultures

*Speaker/author:* C.P. Snow

*Time:* 57 minutes *Library #:*

*Precis*

A contemporary English intellectual discusses science and the state of humanity.

- Do government sponsored birth-control programs conflict with human freedom?
- Why do many Americans feel guilty about their wealth?
- Why are scientists responsible to the world?
- How should the state use science?

On this absorbing cassette, scientist and author C. P. Snow brings his great experience, learning, and perception to a sharp analysis of major social problems which trouble the world today. Lord Snow is hopeful about today's young people and notes that curiosity and imagination are leading many of them to discover much more about the world on their own than did previous generations. Snow states that violence cannot be sustained over a long period in the U.S. since the forces of stability are quite strong but, in his view, "peripheral violence" will continue for a long time. In spite of the achievements of manned landings on the moon, he holds that space cannot properly be regarded as a challenge or an achievement. While scientifically interesting, physical exploration has nearly reached its limits. On another scientific front, However, Snow sees genetic and biological research holding great promise for the future of man.

*Source:* Center for Cassette Studies

*Catalog #:* 15238

*Price:* $14.95



5" x 8" format, cut along dotted lines. For current update, consult: Greenbook Abstract

→ 1/301.3 → The Suburbanite

CASSETTE CATALOG

*Speaker/author:* Eugene Burdick & Graham Green

*Time:* 25 minutes *Library #:*

*Precis*

What surprises does suburbia hold in store for fleeing city dwellers?
- How do sleepy farming communities become bustling suburbs?
- What unique social patterns develop in the suburbs?
- Why do suburban property taxes continually increase?
- Why do suburbanites want industries to move to their neighborhoods?

Although it is frequently criticized for its insularity and petty competitiveness, the fact remains that life in suburbia represents the ambitions of vast numbers of Americans. To masses of urbanites who feel trapped and alienated in their city apartments, suburbia promises the salvation of owning your own home, where you can do as you please. But to those who have already gotten there, suburbia often represents an unexpected kind of entrapment. Do suburbanites really enjoy more freedom than their city cousins?

*Source:* Center for Cassette Studies

*Catalog #:* 7513

*Price:* $ 12.95

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→ 1/301.4 → Divorce American Style

CASSETTE CATALOG

*Speaker/author:* Joseph Goldstein, Lisle Baker, Joseph Oteri, and Desmund Morris

*Time:* 57 minutes. *Library #:*

*Precis*

Experts probe divorce patterns and their impact on people.
- What is the "fault system" of divorce?
- How does the present system of divorce degrade the people involved?
- Why does Desmond Morris feel the law must support biological evidence?
- What are the strongest arguments against easily obtained divorces?

Lawyers Lisle Baker and Joseph Oteri disagree on whether or not divorce should be granted automatically on the request of one marriage partner after the couple has been separated for six months. Easier divorce, Baker argues, would avoid the degradation and lies to which many must resort to get divorced, even by mutual consent. Children would suffer less with one parent than in an unhappy marriage. Yale psychologist Joseph Goldstein believes that the present laws divert the couple's attention from real issues in marriage and separation. Joseph Oteri disagrees. Few divorces involve public scandal, he says, and only rapid divorce is difficult to obtain. Dr. Desmond Morris, zoologist and author of "The Naked Ape," supports him by arguing that the "pair bond" needs protection today.

*Source:* Center for Cassette Studies

*Catalog #:* 16901

*Price:* $ 12.95 4.20

→ 1/301.5 → Population Control Begins at Home

CASSETTE CATALOG

*Speaker/author:* Paul Ehrlich

*Time:* 29 minutes *Library #:*

*Precis*

Paul Ehrlich suggests a route to bypass Doomsday.
- What are the only solutions to the energy crisis Dr. Ehrlich considers realistic?
- What percentage of the world's resources is used by Americans?
- What changes in our economic system are proposed in this cassette?
- What new laws does Dr. Ehrlich advocate?

As population increases and the supply of natural resources decreases, the world moves ever closer to three separate but equally grim disasters: war, plague, and famine. And contrary to much of our own propaganda, says biologist Paul Ehrlich, it is not the birth rate in the underdeveloped countries but the activities of the affluent white middle class in the industrial world which must be radically changed if the human race is to survive.
A program from The Center for the Study of Democratic Institutions.

*Source:* Center for Cassette Studies

*Catalog #:* CSD1489

*Price:* $14.95

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→1/301.6 →Technology & The Human Spirit

CASSETTE CATALOG

*Speaker/author:* Roy Finch

*Time:* — *Library #:*

*Precis*

1. Failure of the abundant society (1 hr., 27 min.) 1966
2. Roots of alienation (55 min) 1966
3&4. The coming metamorphisis (100 min) 1966

*Source:* Pacifica Tape Library

*Catalog #:* BB 1410.10-.03

*Price:* $ 42.00 4.21

CASSETTE CATALOG

→ 1/309.1 → The Explosive Society

*Speaker/author:* Arthur Schlesinger, Jr.

*Time:* 45 minutes *Library #:*

*Precis*

A documentary on the causes of violence in modern America.
- Is violence in the American tradition?
- Has television made violence acceptable to American children?
- Is high population density a cause of violence?
- What is the mania of Wall Street?

Political pundit Arthur Schlesinger, Jr. suggests, in this lively and explosive program made in the summer of 1968, that Americans may well be "the most frightening people on this planet." Psychologists, sociologists, and research workers complement the Schlesinger analysis by examining the causes and prevalence of violence in the United States today. They point out that the country was born in violence, that the gun was the frontiersman's symbol of self-sufficiency, and that nowadays people have become increasingly preoccupied with protecting their burgeoning wealth. The discussion ranges further into the role of the gun in modern society and the question of violence on television programs for children.

*Source:* Center for Cassette Studies

*Catalog #:* 3349

*Price:* $ 14.95

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CASSETTE CATALOG

→ 1/340.1 → The Adversary System

*Speaker/author:* Warren Burger

*Time:* 58 minutes *Library #:*

*Precis*

Chief Justice Warren E. Burger questions the validity of our legal tradition.
- What skills in lawyers are encouraged by the adversary system?
- Without the adversary system is there any presumption of innocence?
- Is there a European equivalent of the Fifth Amendment?
- What legal system favors the professional criminal?

The adversary system is a unique creation of Anglo-American jurisprudence. To legal experts throughout the rest of the world, the system is either incomprehensible or simply nonsensical. Chief Justice Warren E. Burger is inclined to agree with these assessments, and in this program he extols - against the arguments of Sam Dash and others - the merits of the "inquisitorial system" of continental Europe.

*Source:* Center for Cassette Studies

*Catalog #:* CSD1460

*Price:* $ 15.95



5" x 8" format, cut along dotted lines. For current update, consult: Greenbook Abstract

CASSETTE CATALOG

→ 1/342.1 → The Ombudsman

*Speaker/author:* Robert M. Hutchins

*Time:* 54 minutes *Library #:*

*Precis*

A way of righting bureaucratic wrongs.
- Which countries now have ombudsmen?
- What is unique about the ombudsman in England?
- Where was the first ombudsman appointed in the U. S.?
- What is California's version of the ombudsman?

Every large organization, whether it's a nation or a corporation, is bureaucratic. It has to be to survive. But it doesn't have to be unjust or inefficient as well. The Scandinavians introduced the ombudsman to handle complaints about bureaucratic injustice and deal with cases of administrative abuses. In this program Robert M. Hutchins, Stanley V. Anderson, Scott Buchanan and Halleck Hoffman discuss how well this idea has worked and whether it should be adopted in the U. S. A program from The Center for the Study of Democratic Institutions.

*Source:* Center for Cassette Studies

*Catalog #:* CSD1269

*Price:* $ 15.95

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CASSETTE CATALOG

→ 1/342.2 → The Rights of the Arrested

*Speaker/author:* Eli Jarmel, Stephen Maskaleris

*Time:* *Library #:*

*Precis*

Experts discuss the clash between authority and civilian rights.
- What does it mean to be "arrested"?
- Are courts too lenient on criminals?
- Why is there so much distrust of the police in the black ghetto?
- What makes a person want to go into police work?

Most American citizens would like to be able to walk down a street during the day or night without being harassed by criminals--or by police. This program discusses what rights the average person has if a policeman stops and searches him. It is a highly emotional topic for minority group members in many of our larger cities today. "A policeman's job is to protect us, but it is not his job to harass us," asserts Eli Jarmel, Director, Institute for Continuing Legal Education, Rutgers University. New Jersey attorney Stephen Maskaleris and former Assistant Prosecutor Barry Evanchick attempt to draw the thin dividing line between the two in terms of constitutional law and of court precedents.

*Source:* Center for Cassette Studies

*Catalog #:* 10552

*Price:* $ 12.95 4.23

→ 1/343.1 → Police Power in Our Democracy

CASSETTE CATALOG

*Speaker/author:* Inbau, Fred E.

*Time:* 60 minutes *Library #:*

*Precis* Misconceptions regarding lawlessness and law enforcement.

Criminologists discuss civil liberties and police authority.
* What was the intent of the Constitution on police interrogation of suspects?
* Have recent Supreme Court decisions handicapped police efficiency?
* What is the Escobedo Supreme Court decision?
* How much power should police have in a modern democratic society?
This penetrating interview with O. W. Wilson, who ran the Chicago police department with a respected hand, defends the thesis that policemen are as much misunderstood as they are criticized, and reinforces such a contention with hard and irrefutable findings. They examine the problems that the police face in carrying out their assignments, and the areas where civil liberties conflict with police authority. Wilson and other experts who have devoted their lives to law enforcement examine the role of the police in our society and confront the hard questions of brutality and corruption with admirable candor and vigor.

*Source:* Center for Cassette Studies

*Catalog #:* 5084

*Price:* $12.95

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→ 1/364.1 → Crime, Calendars and Weather

CASSETTE CATALOG

*Speaker/author:* Kelley, Douglas M.

*Time:* 22 minutes *Library #:*

*Precis*
Weighs evidence for a relationship between crime and: time, weather, lunar phases.

*Source:* Educational Research Group



*Catalog #:* 11979E

*Price:* $ 4.24

CASSETTE CATALOG

→1/370.1 → Agonies of the American Student

*Speaker/author:* Robert Coles & Robben Fleming

*Time:* 28 minutes *Library #:*

*Precis*

Experts discuss rampaging problems in today's educational system.

- What are the major failures of the U.S. educational system?
- Does our educational system repress the student's natural learning desires?
- What affect does television have on today's students?
- Why doesn't our education relate more closely to our society's problems?

Not long ago what happened in the schools of America seemed to be isolated from the main course of American life. All that has changed radically in recent years as the school and campus have become the center of dissent and protest. In this discussion, Robert Coles, research psychologist at Harvard University, Robben Fleming, president of the University of Michigan, and a high school principal assess the radical changes taking place in America's schools. They look searchingly at American education and find it sadly unresponsive to most students.

*Source:* Center for Cassette Studies

*Catalog #:* 3536

*Price:* $12.95

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CASSETTE CATALOG

→1/370.2 → The "New" Social Studies Teacher

*Speaker/author:* Spataforo, Joseph

*Time:* 27 minutes *Library #:*

*Precis*

Teachers' damaging students.
Climate of freedom in the classroom.

*Source:* Center for Cassette Studies

*Catalog #:* 10223

*Price:* $ 12.95 4.25

CASSETTE CATALOG

→ 1/371.1 → Scott Buchanan: Teacher

*Speaker/author:*

*Time:* *Library #:*

*Precis*

An experienced teacher explains his preferences and techniques.
- What were the medieval names for what we now call liberal education?
- For whom were the great books written?
- How should the Great Books be used in liberal education?
- What are the differences between ancient and modern science?

What makes a good teacher? A good educational administrator? Scott Buchanan approaches these questions from several decades of personal experience. A lifetime believer in the Socratic method, Mr. Buchanan emphasizes the value of listening as a teaching aid and debunks the myth of the teacher as repository of knowledge. Students, he believes, teach each other.

*Source:* Center for Cassette Studies

*Catalog #:* CSD 1473

*Price:* $ 12.95

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CASSETTE CATALOG

→ 1/479.1 → Education & Common Sense

*Speaker/author:* Alexis de Tocqueville

*Time:* 28 minutes *Library #:*

*Precis*

De Tocqueville discusses U.S. criteria for general education.
- Why were teachers not respected in the 1830s?
- What was the American practical philosophy of education in the 1830s?
- Why did Americans disdain literature and philosophy in the 1830s?
- How were students induced to learn in the 1830s?

Alexis de Tocqueville, the French historian who came to America in 1831 to study democracy, here learns about the fascinating American experiment in education. In this dramatization of the chapter "Common Sense and Mechanics—a study in American education" from his classic "Democracy in America" de Tocqueville discovers that education in the United States is universal, public, and free. The American philosophy is that in a democracy each man must have an education. But de Tocqueville also discovers major drawbacks in American education. Yet, for all its drawbacks, de Tocqueville realizes that the concept of universal education is revolutionary and will some day help America to become one of the best-educated nations in the world.

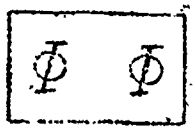
*Source:* Center for Cassette Studies

*Catalog #:* 2413

*Price:* $ 14.95



4.26



CASSETTE CATALOG

→ 1/501.1 → Science and the Future of Man

*Speaker/author:* American Association for the Advancement of Science (Panel)

*Time:* 90 minute/cassette *Library #:*

*Precis*

1-2 Science and the problems of Society
2-3 The Scientist & Society
3-5 Confrontation

*Source:* American Association for the Advancement of Science

*Catalog #:* Write for current availability.

*Price:* $

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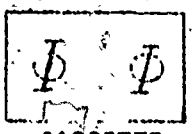


CASSETTE CATALOG

→ 1/523.1 → Current Problems of Cosmology

*Speaker/author:* American Association for the Advancement of Science (Panel)

*Time:* 90 min/cassette *Library #:*

*Precis*

*Source:* American Association for the Advancement of Science

*Catalog #:* Write for current availability.

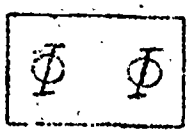
*Price:* $





5" x 8" format, cut along dotted lines. For current update, consult: Greenbook Abstract

→ 1/530.1 → Nuclear Power Plant Proliferation



CASSETTE CATALOG

*Speaker/author:* Ivan Bloch

*Time:* 45 minutes *Library #:*

*Precis*

Questions raised by data on nuclear power development.

*Source:* Audiovisual Instruction
131 Gill Coloseum
Corvallis, OR 79330

*Catalog #:*

*Price:* $4.20

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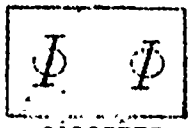
→1/572.1 → Ways of Mankind



CASSETTE CATALOG

*Speaker/author:* Sinclair, Lester

*Time:* 1/2 hour each *Library #:*

*Precis*

1. A word In Your Ear
2. The Sea Lion
3. Legend of the Long House
4. All the World's a Stage
5. Survival
6. Museum of Man
7. The Case of the Borrowed Wife
8. Lion Bites Man
9. Laying Down the Law
10. Life of a Yurok

*Source:* National Association of Educational Broadcasters

4.28

*Catalog #:* (Records only) - Contact NAEB for ordering.

*Price:* $

CASSETTE CATALOG

→ 1/573.1 → Space Ship Earth

*Speaker/author:* R. Buckminster Fuller

*Time:* 51 minutes *Library #:*

*Precis*

R. Buckminster Fuller discusses man's adaptability to environment.
- How did the death of his first child lead Buckminster Fuller to the study of environment?
- What is wrong with trying to imitate nature?
- Why is a square not a true structure?

Fuller provides a truly optimistic tone for this frank analysis of man's ability to control his environment and achieve solutions to his sociological and ecological problems. The inventor of the geodesic dome and the dymaxion car and house discusses the principles of nature that could lead to easily accessible comfort for all if man would realize that he is not doomed to failure and that he does not have to waste time proving or justifying his place on earth. Fuller contends that if man would return to doing what he wanted to do as a child, there would be enough discoveries to support the rest of the world with ease.

*Source:* Center for Cassette Studies

*Catalog #:* 25466

*Price:* $ 17.95

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CASSETTE CATALOG

→ 1/574.1 → What Is the Biological Revolution?

*Speaker/author:*

*Time:* 43 minutes *Library #:*

*Precis*

A panel discusses social implications of recent biological advances.
- Is biological science mankind's servant or master?
- Has the biological revolution rendered Darwinism irrelevant?
- Are humans entitled to protection from those who would experiment on them against their will?

The biological revolution offers both wonders and terrors: genetic engineering, sperm banks, transplants, mind control, the ability to select the sex of an unborn child. Likewise, the possibility of clones looms near in the future. Indeed, good or bad, biology has come of age, only to present another challenging set of problems: where are the ethics to control its use? This panel of experts discusses current theories about living matter and makes some important points about the possibility of men and women being considered non-unique objects, suitable for experimentation.
A program from the Center for the Study of Democratic Institutions.

*Source:* Center for Cassetee Studies

*Catalog #:* CSD1502

*Price:* $ 14.95



5" x 8" format, cut along dotted lines. For current update, consult: Greenbook Abstract

CASSETTE CATALOG

→ 1/574.2 → Biology and Sociology of Violence

*Speaker/author:* American Association for the Advancement of Science (Panel)

*Time:* 90 minute/cassette *Library #:*

*Precis*

*Source:* American Association for the Advancement of Science (Panel)

*Catalog #:* Write for current availability

*Price: $*

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CASSETTE CATALOG

→ 1/616.1 → Reality Therapy

*Speaker/author:* Glasser, William

*Time:* 40 minutes *Library #:*

*Precis*

Principles of Glasser's psychotherapy techniques.

*Source:*

*Catalog #:*

*Price: $* 4.30

CASSETTE CATALOG

→ 1/701.1 → A Sculptor's Philosophy of Art

*Speaker/author:* Baskin, Leonard

*Time:* 25 minutes *Library #:*

*Precis*

Leonard Baskin discusses his celebrated wood engravings.
- What are the limitations of wood engraving?
- How did Milton's "Paradise Lost" inspire Leonard Baskin to become a printer?
- What is the symbolism of Baskin's owl-and-man status?
- What was the inception of his work of the eleven dead men?

The works of Leonard Baskin, American sculptor and graphic artist, spring from a belief in the basic nobility of man freed from pressures of a destructive, coercive society. Scorning virtually all that goes on about him, Baskin admits to living in "an ivory tower" in Northhampton, Mass., near Smith College where he enjoys teaching. For him, freedom is the recognition of necessity. In his view, the "hipster" pursuit of freedom leads to ineffectuality.

*Source:* Center for Cassette Studies

*Catalog #:* 12172

*Price: $*

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CASSETTE CATALOG

→ 1/809.1 → Closeup on Walter Kerr

*Speaker/author:* Kerr, Walter

*Time:* 28 minutes *Library #:*

*Precis*

Tragedy's Original form, catharsis, relations to the main character, comedy from tragedy.

*Source:* Motivational Programming Corp.
512 Transamerica Bldg.
Tucson, AZ 85701

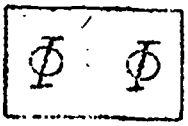
*Catalog #:* 020-12113

*Price: $* 4.31



*5" x 8" format, cut along dotted lines. For current update, consult:* Greenbook Abstract

→ 1/809.2 → The Essence of Poetry



CASSETTE CATALOG

*Speaker/author:* Wheelock, John Hall

*Time:* 29 minutes *Library #:*

*Precis*

Poetry, imagination, reality, communication, obscurity

*Source:* Motivational Programming Corp.
512 Teansamerica Bldg.
Tucson, AZ 85701

*Catalog #:* 010-3125

*Price:* $

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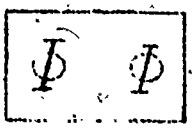
→ 1/810.1 → Serious Whimsey



CASSETTE CATALOG

*Speaker/author:* Seidel, George

*Time:* 30 min each piece *Library #:*

*Precis* What happens when a distinguished scholar drifts into a scatty mood? George J. Seidel demonstrates: fables about the Land of Boca Grande.

1. History of Language
2. History of Mathematics
3. History of Sex
4. History of Religion
5. History of Law
6. History of Architecture
7. History of Politics
8. History of Art
9. History of Science

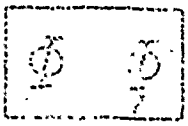
*Source:* Coole & Reitan
c/o Philosophy Department
Skagit Valley College
Mount Vernon, [illegible]

*Catalog #:*

*Price:* $ 18.50



*5" x 8" format, cut along dotted lines. For current update, consult:* Greenbook Abstract



CASSETTE
CATALOG

1/100.3 — The Sophist, Revisited

*Speaker/author:* Walt Coole

*Time:* 67 minutes *Library #:*

*Precis*

I. Introduction
II. The Philosopher as Arbiter and Ombudsman
III. Computer Programmers and Managers
IV. Pre-ministerial and Pre-law Preparation
V. University Professors and Community College Teachers

*Source:* Coole & Reitan
c/o Philosophy Department
Skagit Valley College
Mount Vernon, WA. 98273

*Catalog #:* Greenlap #15

*Price:* $ 10.00

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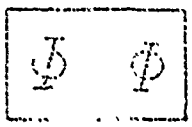

CASSETTE
CATALOG

1/110.1 — Nowadnick's Law: A Linguistic Reduction

*Speaker/author:* Walt Coole

*Time:* 16 minutes *Library #:*

*Precis*

Begins with a homey comment of a colleague, reducing it to an empirically verifiable, mathematical statement--demonstrating the kind of linguistic reduction program idealized by logical empiricists.

*Source:* Coole & Reitan
c/o Philosophy Department
Skagit Valley College
Mount Vernon, WA. 98273

*Catalog #:* Greenlap #9

*Price:* $ 6.00



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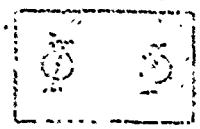

CASSETTE CATALOG

→ 1/160.1 → Absolute Truth: What Little I Know About It

*Speaker/author:* Walt Coole

*Time:* 20 min. *Library #:*

*Precis*

Three conceptions of 'truth' as a description of sentences; some lesser uses of the word.

*Source:* Coole & Reitan
c/o Philosophy Department
Skagit Valley College
Mount Vernon, WA. 98273

*Catalog #:* Greenlap #10

*Price:* $ 10.00

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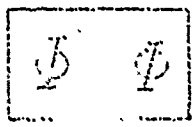


CASSETTE CATALOG

→ 1/171.1 → Responsibility: A Conceptual Concept

*Speaker/author:* Walt Coole

*Time:* 18 min. *Library #:*

*Precis*

Semantical and logical structure of the concept of "responsibility" in the context institutional and societal discourse.

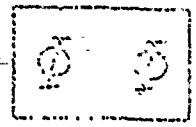
*Source:* Coole & Reitan
c/o Philosophy Department
Skagit Valley College
Mount Vernon, WA. 98273

*Catalog #:* Greenlap #7

*Price:* $ 7.50



5" x 5" format, cut along dotted lines. For current update, consult: Greenbook Abstract



CASSETTE CATALOG

→ 1/190.2 → Pragmatism and Existentialism

*Speaker/author:* Walt Coole

*Time:* 31 minutes *Library #:*

*Precis*

I. Pragmatism: What it is and what it ain't
II. Existentialism: Whatever that is

Two thumbnail sketches--a bit biassed.

*Source:* Coole & Reitan
c/o Philosophy Department
Skagit Valley College
Mount Vernon, WA. 98273

*Catalog #:* Greenlap #11

*Price:* $ 14.00

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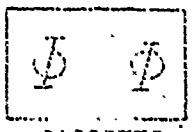

CASSETTE CATALOG

→ 1/190.3 → Alfred North Whitehead--A Square Peg in a Round Hole

*Speaker/author:* Walt Coole

*Time:* 24 min. *Library #:*

*Precis*

An introduction to A. N. Whitehead, the man and his philosophy.

*Source:* Coole & Reitan
c/o Philosophy Department
Skagit Valley College
Mount Vernon, WA. 98273

*Catalog #:* Greenlap #13

*Price:* $ 10.50 4.35



ERIC


→ 1/190.4 → Green Things

*Speaker/author:* Walt Coole

*Time:* 10 min. *Library #:*

*Precis*
A pastiche from Wittgenstein.

*Source:* Coole & Reitan
c/o Philosophy Department
Skagit Valley College
Mount Vernon, WA. 98273

*Catalog #:* Greenlap #16

*Price:* $ 9.00

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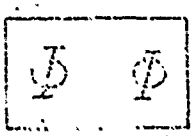



→ 1/470.1 → You're As Good as Your Words

*Speaker/author:* Irvin, Charles

*Time:* 55 min. *Library #:*

*Precis*
Communication, effectiveness, information transmission, how-to.

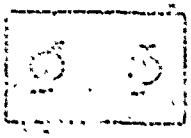
*Source:* Edward M. Miller Assoc. Inc.
1221 McKay Towers
Grand Rapids, Mich.

*Catalog #:*

*Price:* $ 10.00 4.36



ERIC



CASSETTE CATALOG

→ 1/300.2 → Employment: A Changing Concept
Honesty and Such

*Speaker/author:* Walt Coole

*Time:* 30 min. each *Library #:*

*Precis*
Two short lectures on concepts of current interest, both of which are being percieved differently.

*Source:* Coole & Roltan
c/o Philosophy Department
Single Valley College
Mount Vernon, WA. 98273

*Catalog #:* Greenlap #14

*Price:* $ 16.00

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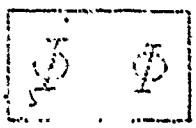


CASSETTE CATALOG

→ 1/574.3 → The Imperfect World

*Speaker/author:* Rene Dubos, Ian McCard, Margaret Mead, Don C. Shaw

*Time:* 26 min. *Library #:*

*Precis*
The future of the world in a technological mode.

*Source:* Innovators Press

*Catalog #:*

*Price:* $

The following listings are included in the Skagit Valley College Open Classroom collection, but are not generally available.

They are included to give the instructor instances of what sort of audio materials can be collected and used.

2/ 170.1: "Violence" was a joint response to a student-assigned discussion session of personal biography.

2/ 171.1: "Is the Will to Believe Immoral?" relates well to a passage in the basic text; but it's tough listening for a freshman. The more sophisticated student does quite well, however.

2/ 190.1: "C. I. Lewis" allows the listener to gain an impression of Keyt's personality. Useful, since some of my students become his in the course of their academic work.

2/ 340.1: "Law Day Address" is copyrighted. We can only use it on our own campus.

2/ 370.1: "Philosophy and Academe" introduces students to Dr. Keller. It's sometimes useful in counseling would-be philosophy majors of marginal capacity.

Nixon's speeches, reviewed now, sometimes causes a scene in the library's listening laboratory. They were recorded from the radio.

CASSETTE CATALOG

→ 2/170.1 → Violence: Its Effect on Guys Our Age

*Speaker/author:* Walt Coole & John Larson

*Time:* 30 min. *Library #:*

*Precis*

Walt: A review of escalating violence during his lifetime
John: Technological and sensory violence

*Source:*

*Catalog #:*

*Price: $*

---

CASSETTE CATALOG

→ 2/171.1 → Is the Will to Believe Immoral?

*Speaker/author:* Mavrodes

*Time:* 1 hour *Library #:*

*Precis*

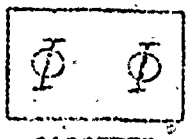
Consider's William James' doctrine of the "will to believe" and some moral entailments. Recorded at WWSC during spring 1968 philosophy colloquium.

*Source:*



*Catalog #:*

*Price: $* 4.39



CASSETTE
CATALOG

→ 2/190.1 → C. I. Lewis

*Speaker/author:* John Keyt

*Time:* 1 hour *Library #:*

*Precis*

C. I. Lewis: biographic, modal logic, ontology, theory of meaning, epistemology, axiology, ethics.

*Source:* Recorded by Richard Krajovic, 1972.

*Catalog #:*

*Price:* $

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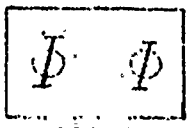


CASSETTE
CATALOG

→ 2/340.1 → Law Day Address

*Speaker/author:* Ralph Nadir

*Time:* 45 min. *Library #:*

*Precis*

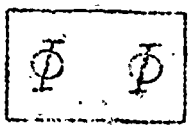
Violations of enviornmental law and morals; the unequal opportunity for justice.

*Source:* Recorded by Vicki Parker, 1970.



*Catalog #:*

*Price:* $ 4.40



CASSETTE
CATALOG

→ 2/370.1 → Philosophy and Academe: Some Reflections

*Speaker/author:* Chester Keller, Chairman of the Philosophy Dept, CWSC

*Time:* 45 min. *Library #:*

*Precis*

Dr. Keller's address to the Northwest Conference on Philosophy: the future of philosophy in the expected changes of higher education.

*Source:*

*Catalog #:*

*Price: $*

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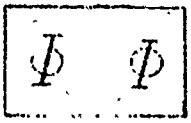

CASSETTE
CATALOG

→ →

*Speaker/author:*

*Time:* *Library #:*

*Precis*

*Source:*



*Catalog #:*

*Price: $* 4.41

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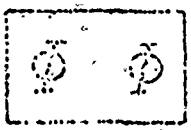
*5" x 8" format, cut along dotted lines. For current update, consult:* Greenbook Abstract



CASSETTE CATALOG

→ 2/329 → 1968 Acceptance Speech

*Speaker/author:* Hubert Humphrey and Richard Nixon

*Time:* 1 hour *Library #:* 1436

*Precis* Acceptance Speeches for 1968 Presidential election

*Source:*

*Catalog #:*

*Price: $*

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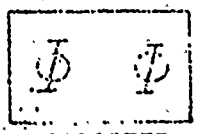


CASSETTE CATALOG

→ 2/329 → 1972 Acceptance Speech

*Speaker/author:* Richard M. Nixon

*Time:* 30 minutes *Library #:* 1435

*Precis*

Acceptance Speech for Republican Party Presidential nomination, 1972.

*Source:*

*Catalog #:*

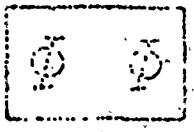
*Price: $*





5" x 3" format, cut along dotted lines. For current update, consult: Greenbook Abstract

+ 2/329 + 1972 Acceptance Speech



CASSETTE CATALOG

*Speaker/author:* McGovern, George S.

*Time:* ~ 30 min. *Library #:* 1434

*Precis* Acceptance speech for Democratic Party Presidential nomination, 1972.

*Source:*

*Catalog #:*

*Price: $*

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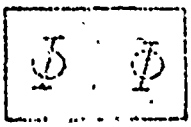


CASSETTE CATALOG

*Speaker/author:*

*Time:* *Library #:*

*Precis*

*Source:*

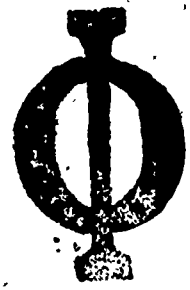
*Catalog #:*

*Price: $*



4.43

3" x 5" format, cut along dotted lines. For current update, consult: Greenbook Abstract



Introduction to Ethics

A Model for Task 1 by Theresa Chason, Skagit Valley College

*The following statement is an excellent response to the question*

*Why do we need ethics?*

*It was submitted by a student at Skagit Valley College during the fall term, 1975.*

*The characteristics that impressed me were...*

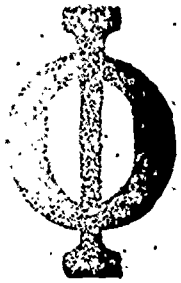
*--the response shows a clear knowledge of ethics as rational, systematic, humanistic, and objective*

*--because Ms. Chason has a good command of the vocabulary of concept-terms, she is able to write a brief statement which is both precise and sufficiently broad in scope*

*--the statement is unequivocal, thus, I can identify rather clearly where my own viewpoint differs*

---

Ethics is a system of human values that is not dependent on religious doctrine or government. Therefore, we need ethics as a pure objective foundation of values. Ethics makes possible a systematic study of our own ideals and goals; motives of choice and good and bad behavior. Mans needs ethics as a way of examining moral disagreements and ideally reaching systematic principles on moral life. Man is curious about his actions. Ethics provides a means to feflect upon these actions and formulate a general moral doctrine. Ethics provides a basis for law making. It has universal application in comparison to laws which are not consistently morally right. In summary, we need ethics as a means to monitor the moral right and wrong of voluntary action.



HISTORY OF PHILOSOPHY. Course outline by Walter A. Coole, Skagit Valley College

Skagit Valley College Course Number: Philosophy 251-255

Quarter credits: 1-15 Semester credits: 1-9

The courses outlined in this paper consist of fifteen one-credit modules corresponding to conventional historic periods, thus...

| Unit | Period | Era | From | To |
|---|---|---|---|---|
| 1 | Ancient | Pre-socratic | Prehistory | 400 BC |
| 2 | | Socrates, Plato, & Aristotle | 400 | 323 |
| 3 | | Helenistic | 323 | 200 AD |
| 4 | | Roman | 200 | 525 |
| 5 | Medieval | Monastic | 525 | 1215 |
| 6 | | Scholastic | 1215 | 1350 |
| 7 | Renaissance | Early | 1350 | 1492 |
| 8 | | Late | 1492 | 1600 |
| 9 | Modern | Early | 1600 | 1700 |
| 10 | | Enlightenment | 1700 | 1800 |
| 11 | | Romantic | 1800 | 1900 |
| 12 | | Scientific | 1900 | 1920 |
| 13 | | Reconstruction | 1920 | 1940 |
| 14 | | Recent | 1940 | 1963 |
| 15 | | Contemporary | 1963 | Present |

Average student completion time for each unit: 30-50 hours.

PERFORMANCE OBJECTIVES

On completion of a module of this sequence, the student should be able to ...

without memory-aids:

1. recognize prominent philosophers of the era, giving approximate dates, locales, and brief summaries of philosophical work;

2. relate the philosopher and his ideology to philosophic and general history loosely;

with memory-aids

3. give exact dates, locales, and important biographical details bearing on the philosopher's works;

4. list and summarize philosophical writings;

5. tell what historical and philosophic events influenced the philosopher's thinking;

6. list some important consequences of the philosopher's teaching.

The memory-aids from which the student works will include a detailed chronograph with a scale of ½cm/annum and a working file of 12 X 20 cm (5" X 8") cards. All memory-aids must be the student's own work and must appear in the format specified in the syllabus.

DISCUSSION

Literature on teaching the history of philosophy varies considerably in evaluating such accomplishments.

The most adverse opinion holds that this kind of historical knowledge is without merit for any purpose;[1] but doesn't claim that any harm comes to the student who acquires *doxographic*[2] knowledge of the history of philosophy.

The most favorable authority[3] asserts that doxological knowledge is a necessary background for "in-depth" historical studies.

The purpose of this sequence is to provide the academic philosophy major and the persistent amatuer with the ability to conduct such in-depth study, thoroughly grounded in a knowledge of historical context--as well as to display all philosophic options available in a systematic and more-or-less exhaustive manner.

ENTRY REQUIREMENTS AND SEQUELA

A student, entering this sequence, should be an accomplished academic learner, able to write well, read difficult prose, outline and summarize quickly, and grasp sequences of events as a whole. A fair knowledge of general history is essential; ie. good performance in "world civilizations" courses.

1. George Boas, Warner A. Wick, and others:"The Teaching of the History of Philosophy", Rt. V of *The Proceedings and Addresses of the Conference on the Teaching of Philosophy--Western Reserve University.* (Frederick P. Harris, Ed.) Cleveland, Ohio. 1950

2. a DOXOGRAPHIC history of philosophy places in chronological order: biography, major conclusions, historic events--noticing "successions" or in familiar, but misleading terms, "schools"

3. John Passmore, ed.: *Historiograph of the History of Philosophy.* Mouton & Co., Printers, The Hague, 1965.

Within the discipline, the student should be able to...

| skill | PHI (I) course |
|---|---|
| identify concepts<br>summarize ideas<br>analyze<br>evaluate | Introduction to Philosophy |
| classify, according to disciplinary sub-topic:<br>concepts<br>ideas<br>philosophic essays | Advanced Survey of Philosophy |

The ability to type is of considerable utility, but not essential.

Upon completing the historic survey of a given era, the student may suspend pursuit of this sequence in order to study, in depth, a philosopher or a concept according to other syllabi in the PHI (I) schedule or attend advanced classes in lecture or seminar.

The latter activities should be encouraged to satisfy the need for more than doxographic history.

MATERIALS

*Items marked with an asterisk are conveniences to improve appearance of the time-line and reduce student time involved with mechanical operations in constructing the time-line.

Brand-names are given as indications of the item needed, but aren't essential.

Print materials

*Encyclopedia of History.* Houghton-Mifflin. 1969.
*World Almanac.* (Current year.)
*Webster's Biographical Dictionary.* Mirriam-Webster.
*Goode's World Atlas.* Rand-McNally.
*Historical Atlas of the World.* Rand-McNally.
*Encyclopedia of Philosophy.* (8 vols.) Paul Edwards, ed. Macmillan Publishing Co., Inc. & The Free Press. 1967.
*Philosophies and Philosophers.* Milton D. Hunnex. Chandler Publishing Co. 1961.
*Pictoral History of Philosophy.* Dagobert D. Runes. Littlefield, Adams, & Co. 1963.
*Dictionary of Philosophy.* Dagobert D. Runes. Littlefield, Adams, & Co. 1960.
*Philosophy: An Outline-History.* John Edward Bentley. Littlefield, Adams, & Co. 1954.
*History of Philosophy.* William S. Sahakian. Barnes & Noble, Inc. 1968.
*Handbook in the History of Philosophy.* Albert E. Avey. Barnes & Noble, Inc. 1954.
*A History of Modern Philosophy.* Harald Höffding. Dover Press. 1955.

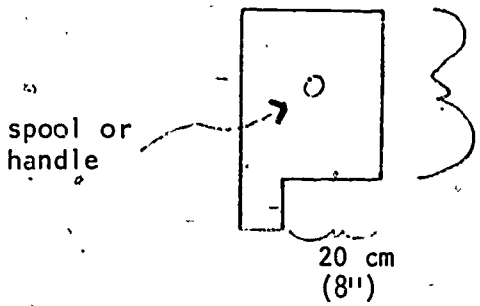
For card-file

Pre-printed file-leader cards, 12 X 20 cm (5" X 8")
Index cards,
Index file dividers, alphabetic +- 2 sets
Index card-file box, 12 X 20 X @20 cm (@8" deep)
Two colored felt-tip pens (broad-tip) -- any two colors
Fine-line black pen (ink or ball-point)
(Optional) Portable typewriter
Long file-card storage boxes

For chronograph

Brown wrapping paper @1 meter wide (30-42"). Length: 4 meters for each century covered in the module
Red finepoint felt-tip pen
Meter-stick
Long table
Liquid paper, buff-colored; Liquid paper thinner
Red Mystic tape or builder's tape -- @5 cm (2") wide

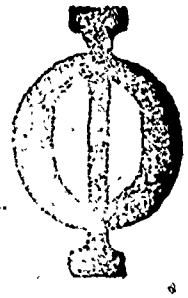
*Two pieces of wood, 5 X 5 cm (2") @45 cm long (18")
*Chronograph rubber stamp 4cm/annum
*Red rubber stamp pad
*Serial numberer-stamp, with red ink
*Dennison Pres-a-ply Removable Labels, 5 X 10cm (4" X 2")
*Dennison Red file folder labels
*Chronograph stamp-aligning template: plywood




Approximate measurements

Tape-measure: 10 meter or longer.
*IBM Flowcharting Template
*Transparent Mystic Tape 5cm (2")
*Scotch tape, 2 cm or narrower

Syllabus: History of Philosophy -- Walter A. Coole



SYLLABUS: HISTORY OF PHILOSOPHY
Walter A. Coole, Skagit Valley College

## INTRODUCTION

This syllabus will guide you through fifteen "eras" of the history of philosophy. Each era will require from 30 to 50 hours' study.

Through the study program outlined, you'll gain a knowledge of history that's described as DOXOGRAPHIC: you'll be able to place philosophers and their thought into temporal and tradition sequences. Doxographic knowledge of the history of philosophy is not a full education in history, but it's a necessary basic.

In accomplishing your work, you'll build a time-line in grand scale and outline the works of many philosophers in some detail. This "tour" of philosophy should lead you to encountering some great thinkers who have had ideas that you'll find interesting and useful. Having identified them and learned something of their historic surroundings, you'll then be well equipped to select a few for more intense study.

## OBJECTIVES

Upon completion of a module of study -- an era -- you'll be expected to...

<u>without memory-aids</u>:

1. recognize prominent philosophers of the era, giving approximate dates, locales, and brief summaries of philosophical works;

2. relate philosophers and their ideologies to historic events;

<u>with memory-aids</u>:

3. give exact dates, locales, and important biographical details bearing on philosophers' works;

4. list and summarize philosophical writings;

5. tell what historical and philosophical events influenced philosophers' thinking;

6. list important consequences of the philosophers' teachings.

The memory-aids from which you will be working will be entirely of your own construction; by following directions in this syllabus; you'll produce neat, stylized memory aids which will serve you later in furthur work as a historian of philosophy. It may be that later, you'll decide that the materials aren't of much utility, but the process of producing them will have been the significant outcome; because the work involved will take you through an intellectual experience that's unique to you--and a lot more fun than lectures!

Your memory-aids will consist of:

--a chronograph [time-line] about 1 meter wide with a scale of 4 cm/annum*

--a card-file summarizing important factual information about the philosophers you'll be studying

MATERIALS

Print materials. These materials include all books needed for the whole 15-unit sequence; many are quite expensive. I'd suggest that you not buy any of them at first. Locate them in the Open Classroom and the college library. After you've completed two or three units, you'll be able to see what you want for your own and which you can conveniently use in other locations.

*Encyclopedia of History.* Houghton-Mifflin. 1969.
*World Almanac.* (Current)
*Webster's Biographical Dictionary.* Mirriam-Webster.
*Goode's World Atlas.* Rand-McNally.
*Historical Atlas of the World.* Rand-McNally.
*Encyclopedia of Philosophy.* (8 vols.) Paul Edwards, ed. Macmillan Publishing Co., Inc. & The Free Press. 1967.
*Philosophies and Philosophers.* Milton D. Hunnex. Chandler Publishing Co. 1961.
*Pictoral History of Philosophy.* Dagobert D. Runes. Littlefield, Adams, & Co. 1963.
*Dictionary of Philosophy.* Dagobert D. Runes. Littlefield, Adams, & Co. 1960.
*Philosophy: An Outline-History.* John Edward Bentley. Littlefield, Adams, & Co. 1954.
*History of Philosophy.* William S. Sahakian. Barnes & Noble, Inc. 1968.
*Handbook in the History of Philosophy.* Albert E. Avey. Barnes & Noble, Inc. 1954.
*A History of Modern Philosophy.* Harald Höffding. Dover Press. 1955.

*At the time this syllabus is being written, 1976, we're just about to go METRIC; ergo, this will be a metric syllabus. 1 meter ≈ 39"; 1" ≈ 2.5 cm; 5" X 8" index cards become 12 X 20 cm index cards.

For your card-file. You'll need to purchase all of these...

12 X 20 index cards
Index file dividers, alphabetic: you'll need a second set at the beginning of the second module
Index card-file box, 12 X 20 X @20 for the current module's cards; some boot boxes work out fine
Fine-line black pen: ink or ball-point
Broad-tip felt pens: any two colors, preferably black and red
(Optional) portable typewriter
Long 12 X 20 card-file boxes -- beginning with the second module, you'll need several to store cards generated in previous units' work separately from the current work.

From the instructor: pre-printed 12 X 20 file-leader cards -- a handful

For your chronograph. This grand-scale time-line study will be brown paper (which doesn't show light pencil-marks)--done in red and white, both of which stand out well visually. For a start, purchase only these items:

Red fine-point pen: ink or ball-point
Red narrow felt-tip pen
Liquid Paper, buff-colored and Liquid Paper Thinner -- for corrections
#2 lead pencil
Two pieces of wood, 5 X 5 X 45 (a couple of 2-by-4's will work) -- to hold the rolls of paper down
Dennison Pres-a-ply Removable Labels, 5 X 10
Dennison Pres-a-ply file folder labels
IBM Flowcharting Template, good paper-cutting scissors
Narrow (@ 3 cm) Scotch tape, non-yellowing

And locate a long table to work on.

Other materials you'll need are available in the Open Classroom; locate them all now...

Brown wrapping paper @1 meter wide. Length: 4 meters for each century covered in the module, plus 2 meters spare
Meter-stick
Tape: red Mystic or builder's tape 5 cm wide
transparent Mystic tape 5 cm wide
Chronograph rubber stamp
Long rubber-stamp pad
Serial-numberer
Template
10+ meter tape measure

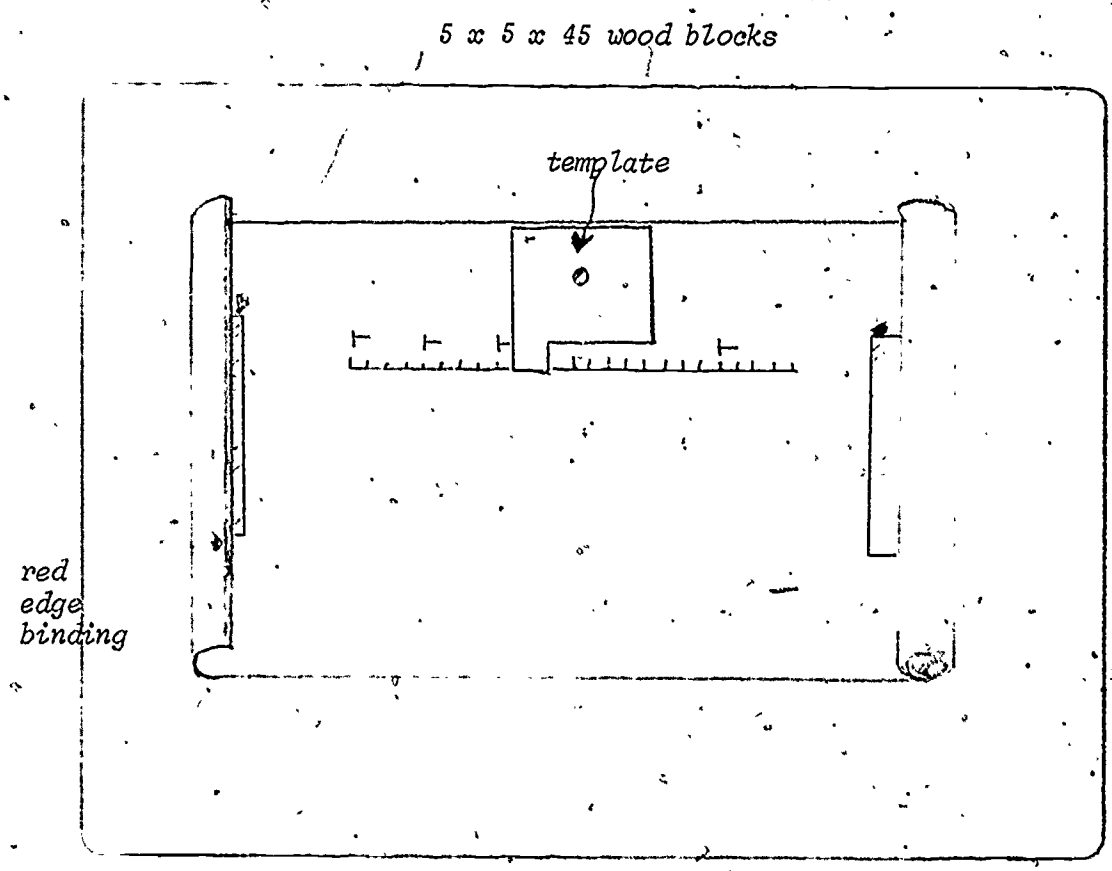
## A PRELIMINARY EXERCISE

Before undertaking your first unit of historical study, let's build a chronograph based on your place in history. This will get you accustomed to the mechanics of drawing a neat, stylized chronograph of convenient size. It will also provide you with a piece of material by which you can sharpen your historical depth-perception.

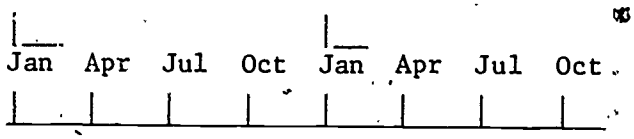
This chronograph will cover the years from 1750 to 2000 AD and involve your own personal biography.

Take 12 meters of brown paper. Using red 5cm tape, bind the outer edge of the roll. Measure off about a meter and begin the time-line about 25 cm from the top of the roll, using the chronograph rubber stamp and template.

Your work, laid out on a table should look like this...



A closer look at the red time-line thus generated reveals something like this...

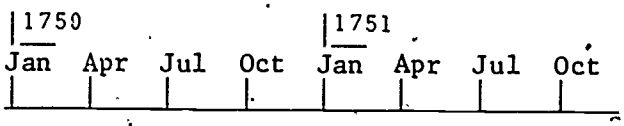



Each year corresponds to 4 cm; the first month of each quarter is designated.

Next, you're going to number the years neatly and quickly.

Select the serial-numberer and READ THE ACCOMPANYING INSTRUCTIONS THOROUGHLY. Set the number-sequence to 1749 and test it once. Note the mark on the metal that will be contacting the paper; it is an index to locate the years correctly on the time-line.

Your first two years should look like this...




Now, extend the time-line to the right until you reach the year 2000; bind the right edge of the paper.

Having now manipulated time-lines and rolls of brown paper for a while, you're in a position to make a decision. Do you want to keep on working with rolls of paper, or would you rather accordion-fold all of it? Remember, when you complete the whole historic study, you'll have about a hundred meters of brown paper in 15 sections.

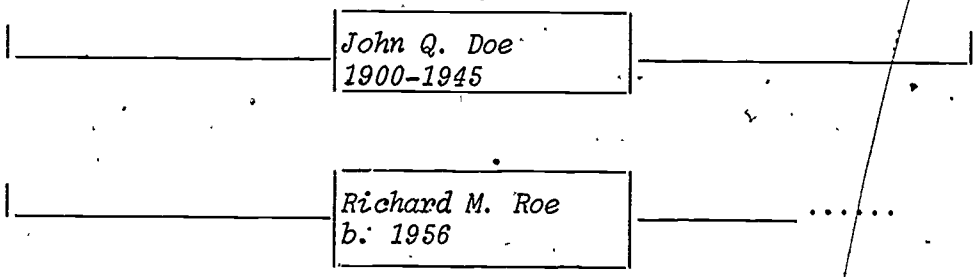
If you decide to accordion-fold the stuff, I'd suggest that you do it in 30 cm sections. Do this before you procede any furthur.

Having made the decision and acted on it, you can now begin entering historic events. Using the *World Almanac*'s chronology section, enter all events from 1750 to the present as accurately as possible above the time-line.

Finally, using your own life-history and that of your parents and grandparents, pick out one or two events (birthdays, graduations, major moves, jobs) for each decade--as far back as you can go. A few people can get back to the 1750's with their family history.

Enter all family events below the time-line, using this shape and the red pen.


Life-spans should be marked with the red felt-tip pen with name, birth and death typed or printed on the red labels; if the person is still living, end the line with dots. Life-spans should look like this...




When you've completed this, you should ask the instructor to inspect your work.

UNIT LEARNING PROCEDURE

A. Prepare chronograph
   1. Cut brown paper--4 meters per century plus two spare.
   2. Draw time-line and print years.
   3. Accordion-fold if that's your style.
   4. Enter major events from *World Almanac* at the top edge of the paper.

B. Survey the era being studied
   1. In the last section of this syllabus, "Periods and Assignments," note the passages indicated in the Cue Texts for the era
   2. Read each passage carefully, setting up a file-leader card for each philosopher mentioned; as you read, enter as much information as you can on the card. This is the beginning of the memory-task leading to the performance objectives--for that reason, you should review the objectives and keep in mind that you should be working toward them.
   3. If you have in mind any philosopher who should be included, but is not, add a file-leader card for him, noting your sources under "Remarks."

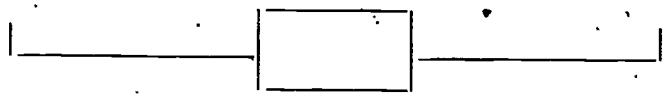
C. Recapitulate the era (Repitition is necessary for all memory-work; this tactic will reduce the tedium by varying the activity--and sometimes revealing new information.)
   1. For each philosopher you've identified, read the articles in Runes' *Pictoral History of Philosophy* and *Dictionary of Philosophy*, filling in newly acquired information.
      a. Scrutinize the pictures for clues to the time, but be wary of anachronisms.
      b. Note all technical terms you encounter: be sure you can define them and use them correctly in context.
      c. Identify a major locale--not usually the birthplace, but rather, the school at which the man taught or his longest residence. Underscore that locale on the card.
      d. Look for historical incidents and note them.
      e. As you complete each philosopher's file-leader card, make a small check in the upper left corner of the card (√).
   2. Now, go through the cards again. This time, look up the locale and time in the *Historical Atlas of the World* (use Goode's *World Atlas* to supplement your geographic intuitions if you feel it necessary.) With the atlas open, read the appropriate passages of *The Encyclopedia of History*, making note of events which plausably bear on the philosopher's thinking. To keep track, make a second check (√√).
   3. A last review. In this step, you'll concentrate on the card-entries, 'Succession' and 'Consequences'. You'll need to work on a large surface; you'll use, in addition to your card-file, some blank index cards and Hunnex's *Philosophies and Philosophers*. Read all the way through the book, noting on your cards: DIRECT influences (teachers and known reading), names of philosophic "schools", and philosophers who are known to DIRECTLY have worked from the person's writings and teaching.

In some cases, your file-leader card won't provide enough space for all the information you have to say about succession and consequences. For them, start a supplementary file-leader. The philosopher's name should be written in the upper left-hand corner of the card and cards should be sequenced in the upper right-hand corner: S-1, S-2, S-3... These should be kept immediately behind the file-leader.

As you've completed this last review, and are satisfied that your information is complete, make a third check-mark (√√√).

D. Complete the chronograph

1. Draw in life-lines thus...



...in red as you did in the practice.

a. Exact dates are less accurate (and significant) as you procede from the present. If you're given several years for the same event, average all dates the references provide.

b. Information about months are seldom available for events before the modern period. Use "Jul"--mid-year if the month isn't provided.

c. The label should contain name, dates, and major locale, thus...

| Nikolai Bourbaki II<br>b. 1921<br>Sedro-Wooley |
|---|

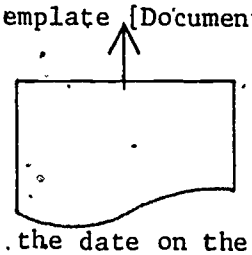
Use the red file-folder labels and locate them about mid-line.

d. SPACE LIFI-LINES AT LEAST 5 CM. APART.

e. During later periods, you'll find yourself running out of space--about 1700, maybe sooner. What to do? Set up supplementary strips of brown paper--the top of which will lie just a hair-line below the time-line. Along the top, make reference points, thus...

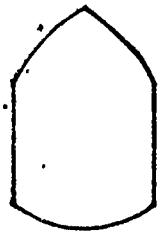

and matching points at the bottom of the first strip--say about every 25 years (1 meter). Do this in black.

2. Enter biographic details
   a. By using the white Pres-a-ply labels, you'll eliminate a lot of messy corrections.
   b. Publications should be shown with this outline from your flowcharting template [Document]

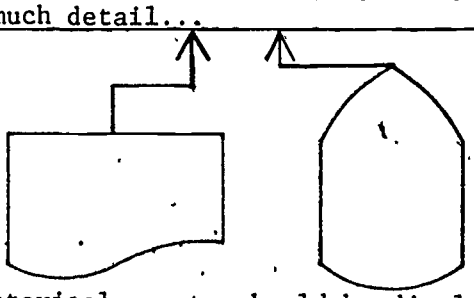


The arrow, drawn to the date on the life-line, must be drawn after the label is cut and stuck onto the chronograph below the life-line.

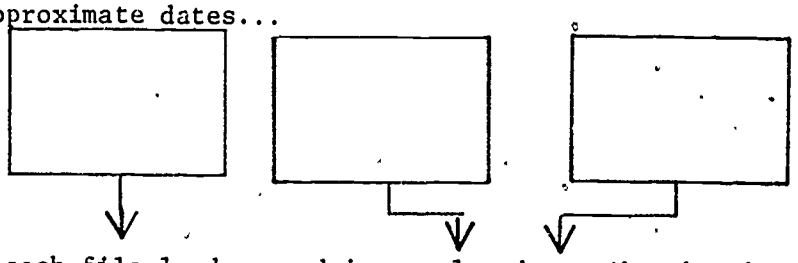
c. Other events should be shown with the "display" outline, thus...



d. If you have two events or publications close together, you may use this kind of off-setting; but you might consider dropping a few entries selectively--you may be trying to display too much detail...



3. Concurrent historical events should be displayed above the time-line in "process" rectangles, with arrows indicating approximate dates...



4. As each file-leader card is completed, strike the three check-marks (✓✓✓) and arrange them in the order you wish to undertake detailed study: chronological or succession order.

E. Detailed study of each philosopher is to be accomplished by writing a "Harvard Outline" of the philosopher's entry in the *Encyclopedia of Philosophy*.

1. Each card should be headed with the philosopher's name on the front: upper left-hand corner. Sequence each card only on the front in the upper right-hand corner: 1, 2, 3, ... Use both sides.

2. Use ink or type. Be exactingly neat. Abbreviations should be decipherable by any casual (philosophically trained) reader; on this order...

Φ philosophy
(initial) the philosopher's name
lg logic
ae aesthetics
et ethics
mp metaphysics

See the *MLA Style Sheet* for other acceptable abbreviations.

3. As you complete each set, check the chronograph for completeness and accuracy.

4. Before you file the set of cards, I'm going to show you how to insure against the horror of a scrambled deck.

At the top of the file-leader card, note eight dots; four on each side. For the time being, we'll use only the four on the left.

Take one of the colored felt-tip (broad) pens. The first set of cards filed should be marked with one stripe, along the top edge of the deck. The second, two stripes; the third, three stripes; the fourth, four stripes.

On the fifth set, begin with one stripe--using the other color.

On your eighth set, you'll have unique markings for each set.

So far, so good. File these cards in the small file-box, using the alphabetical dividers.

You're now asking the question, "What happens if the next set's markings are like the one in front or behind the place where it's to be merged into the larger file?"

That's what the dots on the right-hand side are for: guides for other marking.

*WHEN YOU'VE COMPLETED THE MODULE'S CHRONOGRAPH, WRITTEN OUTLINES FOR EVERYBODY, AND ALPHABETIZED ALL CARD-SETS, YOU'VE COMPLETED ALL PRESCRIBED STUDY.*

## EXAMINATION

You should arrange an appointment with the instructor at a time when there's not likely to be any traffic in the display area.

For the examination, you'll need your chronograph and the cards you've developed for this module. You'll need your "personal" time-line and (after the first module) the preceding module's chronograph.

First, you'll be asked to lay out the whole chronograph; the instructor will examine your card-file while you're doing that.

To test for your having met objectives (1) and (2), the instructor will select a philosopher of the era and ask for a brief description.

To test for the remaining objectives, the instructor will select another philosopher. You'll have a few minutes to prepare before giving a detailed account of him.

After the examination, your instructor will be interested in comparing your life-line with the era being studied.

## AFTER THE EXAMINATION

When you complete the second module's work, you'll want to merge the card-sets you've developed with the first module's card-sets.

If you've completed a learning-contract and are contemplating more study, you have options:

--Continue with historical surveys of the next era OR

--Suspend historical explorations and study one of the philosophers you've met recently in depth

Either option is acceptable.

## A FEW PERSONAL COMMENTS

In 1965, after having studied the history of philosophy concertedly for several months, I found myself stuck for six weeks, waiting for the beginning of a job.

I decided to fill much of the time with constructing a chronograph roughly the same as the one described in this syllabus. The result was a bit scruffy, but essentially a usable working strip about 75 yards long.

Since the chronograph had been constructed in a one-room apartment, I'd never had the chance to unroll it full length for several months. I finally did it on an untrafficed country lane when the weather was good.

I spent the better part of a day, wandering up and down the darned thing, reconstructing everything I ever learned about the history of philosophy.

In retrospect, I decided that I wished that I'd learned philosophy's chronicles this way first. And so, when the opportunity arose, I took the opportunity to write out how I think the process of learning the history of philosophy should be done.

I've tried to include every short-cut and develop a few mechanical techniques to eliminate student effort that doesn't produce significant learning.

Perhaps not every student can learn the history of philosophy by this method--but there are plenty of "conventional teaching" programs that offer alternatives.

It must be emphasized that the doxographic knowledge of history that this program yields is not everything there is to be said about the subject. But I firmly believe that this kind of historical knowledge is essential to more sophisticated study; and that the would-be historian who attempts to skip over it would try to write books without being able to spell.

PERIODS AND ASSIGNMENTS

| Unit or Module | Period | Era | From | To | Number of Centuries |
|---|---|---|---|---|---|
| 1 | Ancient | Presocratic | Prehistory | 400BC | 3 |
| 2 | | Socrates, Plato & Aristotle | 400 | 323 | .8 |
| 3 | | Helenistic | 323 | 200AD | 5.25 |
| 4 | | Roman | 200 | 525 | 3.25 |
| 5 | Medieval | Monastic | 525 | 1215 | 6.9 |
| 6 | | Scholastic | 1215 | 1350 | 1.4 |
| 7 | Renaissance | Early | 1350 | 1492 | 1.5 |
| 8 | | Late | 1492 | 1600 | 1.1 |
| 9 | Modern | Early | 1600 | 1700 | 1 |
| 10 | | Enlightenment | 1700 | 1800 | 1 |
| 11 | | Romantic | 1800 | 1900 | 1 |
| 12 | | Scientific | 1900 | 1920 | .25 |
| 13 | | Reconstruction | 1920 | 1940 | .25 |
| 14 | | Recent | 1940 | 1963 | .25 |
| 15 | | Contemporary | 1963 | Present | ---- |

I'll bet that some history teacher gave you different dates for the periods and eras shown above. Nobody has their dates straight!

Wait until you get a look at the cue-texts and their assignments.

In preparing time-lines, start 50 years before "From" and run 50 years after "To". This will add another century (4 meters) to the time-span given above--then, leave a meter of blank brown paper on either side of the whole time-line.

Your basic cue-text will govern which philosopher belongs in which module. It's Avey's *Handbook in the History of Philosophy*.

| Unit | From page | To page | Last individual in the module |
|---|---|---|---|
| 1 | 10 | 19 | Prodicus |
| 2 | 20 | 37 | Theophrastus |
| 3 | 38 | 55 | Numenius |
| 4 | 56 | 72 | Boethius |
| 5 | 72 | 93 | Amalric |
| 6 | 93 | 109 | John of Jandun |
| 7 | 110 | 115 | Nifo |
| 8 | 115 | 123 | Suarez |
| 9 | 124 | 145 | Bayle |
| 10 | 145 | 175 | Schlegal |
| 11 | 176 | 237 | Hilbert |
| 12 | 238 | 262 | Jaspers |
| 13 | 263 | 278 | Ross |
| 14 | 278 | 280 | } Cue-texts to be selected |
| 15 | | | |

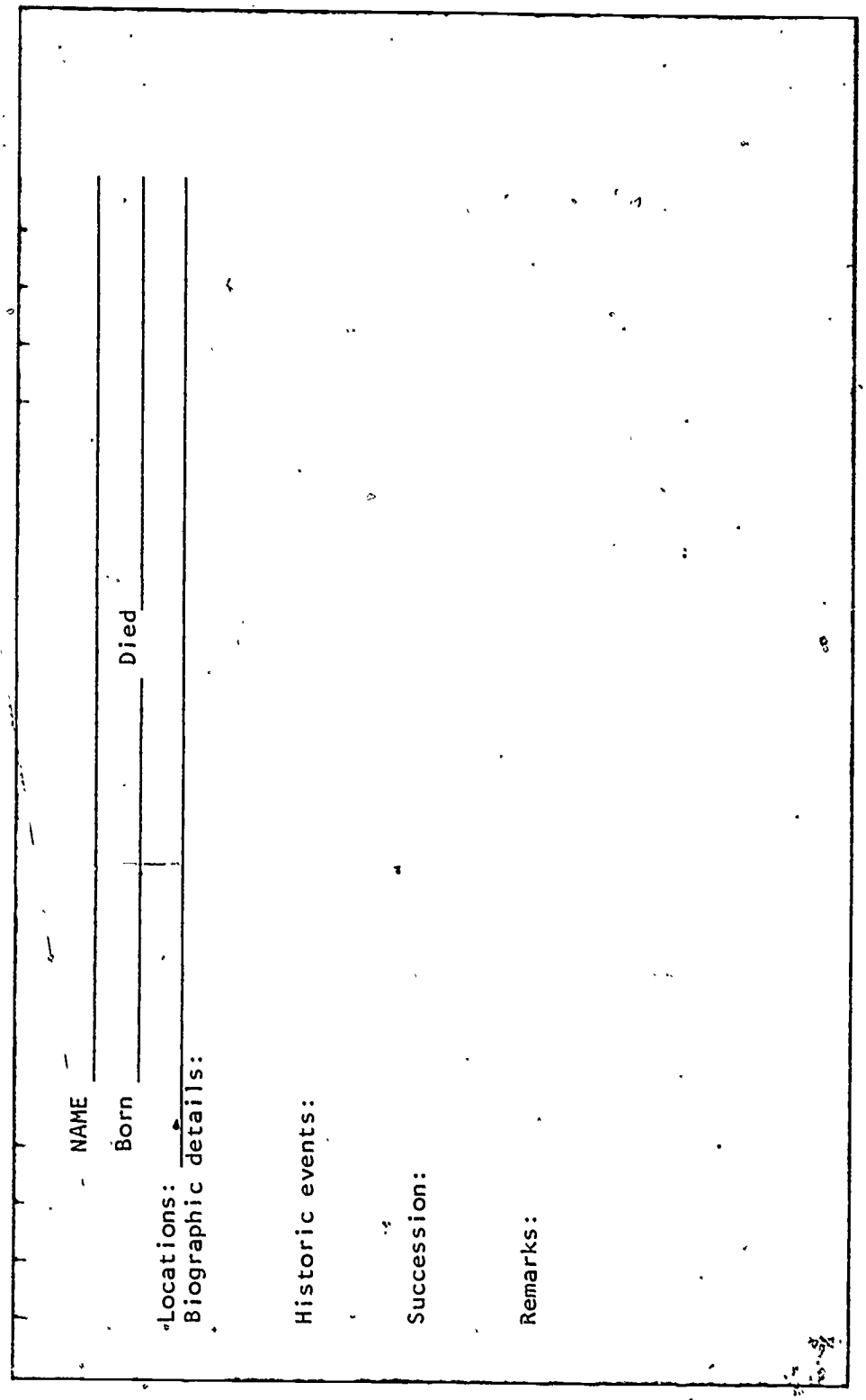
The next two cue-texts contain many names and much information; but they match neither the segmenting nor the content of Avey. The pages given are approximate. Make sure you don't lose anybody. If you can't tell which module they belong in, use the earlier.

| Unit | Sahakian: *History of Philosophy* | | Bentley: *Philosophy: An Outline History* | |
|---|---|---|---|---|
| | From page | To page | From page | To page |
| 1 | 1 | 23 | 4 | 9 |
| 2 | 24 | 79 | 9 | 21 |
| 3 | ---------- | | 21 | 23 |
| 4 | 80 | 92 | 23 | 29 |
| 5 | 93 | 102 | 30 | 40 |
| 6 | 103 | 118 | 40 | 42 |
| 7 | 119 | 121 | 43 | 44 |
| 8 | 121 | 123 | 44 | 47 |
| 9 | 124 | 145 | 47 | 62 |
| 10 | 145 | 201 | 62 | 86 |
| 11 | 201 | 245 | 87 | 105 |
| 12 | 246 | | 105 | 119 |
| 13 | | | 119 | |
| 14 | | | | |
| 15 | | 357 | | 145 |

The final cue-text provides information in depth for only a few eras--
Höffding: *A History of Modern Philosophy.*

| Unit | Volume | From page | To page |
|---|---|---|---|
| 7 | I | 3 | 12 |
| 8 | I | 13 | 148 |
| 9 | I | 149 | 331 |
| | I | 375 | 413 |
| 10 | I | 332 | 374 |
| | I | 414 | 500 |
| | II | 3 | 173 |
| | II | 193 | 213 |
| 11 | II | 174 | 192 |
| | II | 214 | 563 |

Here are images of the preprinted file-leader cards listed on page 4 of the course outline. The reverse side appears on page 4.65.



Major works:

Summary:

Consequences:

## Part II: Informal Logic

Previous ERIC document: Philosophic Heuristic Instruction -- 2. ED 112 972.

Informal Logic: Error in the course syllabus, p. 9. Item #3, mid-page, should read...

3. 10.3 -- "Thinking is a ..."

Page 4.67 of this issue corrects an error in the Phile.
Page 4.68 adds one new item on fallacies; it was suggested by Mr. David van Meer, a student at Skagit Valley College.
Pages 4.69-4.73 provide a model response to 3/124.2.

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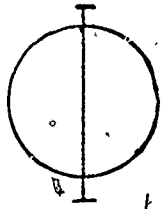
Intermediate Informal Logic

Pages 4.74ff provide course outline and syllabus for a student-managed course, based on Michael Scriven's *Reasoning*.



THE PHILE

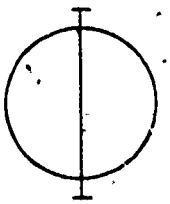
→ 3/000 → Do-It-Yourself Fallacies

*Performance objective(s):* (i) construct deceptive, fallacious arguments (ii) avoid being suckered by same

*Prerequisite:* none *Time:* 15 hours

*Student materials:* Capaldi, Nicholas: The Art of Deception. Prometheus Books, 923 Kensington Ave., Buffalo, NY 14215. $3

Student should outline text and commit to memory, the list presented on pp. 185-186.



THE PHILE

→ →

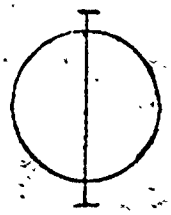
*Performance objective(s):*

*Prerequisite:* *Time:*

*Student materials:*



*For 5" x 8" format, cut along dotted lines. For current update, consult:* Greenbook Abstract



THE PHILE

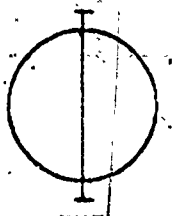
→ 3/153.1 → Mass Movements and Fallacy

*Performance objective(s):* (i) describe fanatic behavior
(ii) suggest ways that public education can eliminate it

*Prerequisite:* *Time:* 25 hours.

*Student materials:* Hoffer, Eric: *The True Believer.* Harper & Row, Inc. 49 East 33rd St., New York, NY 10016 $.75

The stude should summarize the text and write an extensive essay describing a public education program in some detail that would tend to reduce fanatic behavior. Length: not less than 25 pages (handwritten) or 8 pages typed and double-spaced.



THE PHILE

→ → *Performance objective(s):*

*Prerequisite:* *Time:*

*Student materials:*





5" x 8" format, cut along dotted lines. For current update, consult: Greenbook Abstract

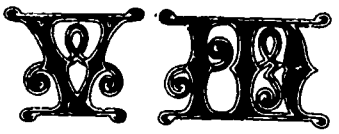
David Van Meer
Phil. 111
9 June 76

# CULTS OF UNREASON

By Dr. Christopher Evans



4.69



In this book Dr. Evans takes a careful, logical look at the history and organization of serveral of the "nut" cults of the 20th century, with an emphasis on the more recent quasi-scientific cults of the 50's and 60's. Importantly the first section of the book deals with Scientology the "science fiction" religion which has made great strides in total membership in the last five years.

Evans has not left his work off at a simple overlook of each cult, he has in each in each case tried to give a reason for the exsistance of each particular cult and has done his best to give a fair, thumb-nail sketch of the individuals whose personality and drive have lead to the development of a bonifide cult following.

To begin with we must examine the state of the predominate religion of the western world, Christianity, as it is in our present day and age if we are to understand why the growth of "unreasonalbe cults" have flurished, at least in this country, over the last two decades of our history.

Christianity has always been seen by those who practice it as a "reward later" religion, an outlook of life more concerned with the "life to come" than with the immediate day-to-day matter of living on the planet earth. In its earliest years Christians were a persicuted minority, who were concerned with an immediate situation of survival and the very real possibility of becoming a witness and perhaps a martyr to the faith. It had, in short, some very real immediate thrilling goals and possibilities for the individual Christian to strive toward in fulling his belieifs.

4.70

# VII

With the acceptance of Christianity by the greatest civilization of its early age, namely the Roman Empire, the religion now had a solid power base on which to build its "mine is better" outlook; until it could impose its beliefs on the larger portion of the population of the western world. By being at first a "fashionable" religion it could use the urge to conform among the population to build its numbers quickly, later, when its numbers were overwhelmingly large, it could easily stereotype all outsiders and as such justify all agressive action toward them on the basis of hasty conclusions and unwarrented assumptions about their "pagen" religions.

Since the religion was based primarily on blind faith, the church could use its own media system to keep all "malcontents" in line by excluding them from the group (via excommunication). It was this tight control which slowed the growth of science and philosophy during the period commonly known as the "Dark Ages". However, as science and philosopy did develop in later ages, the church was racked by further upheavals, leading to the various protestant denominations which broke with the smothering traditions of the Roman based church. These various denominations, unfortunately, soon developed their own traditions, by which they silenced all arguements of their own "malcontents."

By the later part of the 19th and early part of the 20th centuries the development and discoveries of science no longer made valid the "Great Mystery" answers tradition with the Chrisitian church (irregardless of denomination). A need was created for religions which would deal more immediately with the day-to-day problems of life, that would offer step-by-step solutions to those problems and would be more compatable with the growing body of scientific knowledge. Into this gap stepped the various cults recored in Dr. Evan's book.

# VII

Scientology, the "science fiction" religion. Why does it exsist and continue to grow?

This religion was originally based on a system of self-psycoanalysis known as Dianetics, which was conceved in the midst of the "head-shrink" boom of the middle 50's. It offered, as a system not the religion it later developed into, the individual a chance to take a grip on his own life;;to become once more the captain of his own soul, in the midst of an age where the individual was dwarfed by the threat of atomic disaster. It increased the self-image and inflated the sense of self-reliance by allowing the individual to by-pass the expensive and intimidating experts with their diploma-filled offices. In brief, it offered an algorithmic solution to life's problems as opposed to the heuristic solution offered by the Christian religion.

When it later recieved heat from the government, both in CommonWealth countries and the United States, it organized as a religion, one of democrary's sacred cows. It now found wider acceptance since as a religion it developed its own set of traditions, which allowed those who followed to back up their "mine is better" outlooks with a scientific sounding jargon.

Combining the "Great Mystery" attitude with the Algorithmic approach of Scientology are the UFO cults. These cults maintain the big father idea of God, except that God is now a race of superior beings who give their directions to followers through chosen "mediums" who give detailed instructions. They offer something further to their follower; the opportunity for each individual to be personally involved in the struggle between the vauge, commic forces of good and evil. This allows the individual the chance to feel that he is applying

direct solutions to massive problems and recieve evidence of immediate results through the reports of their leaders. It lessens the responsibility of the individual for his actions by recieveing "directions from above", while allowing the feeling that each individula has a grip not only on his own life, but is aiding in the direction of life in the universe. The follower saves face by "knowing" that answers will be reveiled, step-by-step ashe goes along and as such doesn't have to spend a lot of time seeking solutions for himself and what solutions he's confronted with he has stereotyped guidelines to lead him to answers he will find acceptable to his set beliefs.

Black Box cults offer not only the algorithmic answers of Scientology and UFO cults but goes further by offering a tangable, physical isomorph. You face the problems, grasp the box and turn the knobs; thereby solving the problems by positive action. Furthermore it is a technological isomorph and the average citizen of western world is conditioned to technological "wonder treatments" for almost every problem of the human being.

Mystic cults from the east (and the pseudo-east) are popular in the western world, because individuals raised in the Christian tradition who find the system doesn't work for them assume that the system, not the application, is at fault. Finally past the "mine is better" and the stereotype stage, they find themselves with a lack of information about eastern religions; feeling that another system may contain more complete information, geared more to individuals than to the collection plate, they seek out the eastern gurus. Many times, after recieveing the information they find that their first ideas about eastern religions were hasty conclusions.

INTERMEDIATE INFORMAL LOGIC. Course Outline by Walter A. Coole, Skagit Valley College

Skagit Valley College Course Number: Philosophy 253

Quarter Credits: 3 Semester credits: 2

Average student completion time: 100 hours

GOAL. In the prosecution of this course, the student should extend his general problem-solving skills beyond the mastery-level attained in the basic course of study; specifically in argumentation.

When the student is expecting to transfer from Skagit Valley College to Washington State University, this additional course provides for comparability of our informal logic course to theirs--which is a 5 semester hour course.

PERFORMANCE OBJECTIVES. Upon completion of this course, the student should...

1. improve his skill in (i) analyzing and then (ii) evaluating arguments and presentations of the kind found in (a) everyday discourse (newsmedia; discussions, advertisements) and (b) textbooks or lectures;

2. improve his skill in presenting (i) arguments and (ii) reports and instructions, clearly and persuasively;

3. improve his "critical instincts", that is (i) his immediate judgements of and (ii) attitudes towards, communications and behavior of others and himself, so that he consistently approaches them with (a) the standards of reason and (b) the attitude of reasonableness;

4. improve his knowledge about the facts and arguments relevant to a large number of important contemporary issues in politics, education, ethics, and several practical fields.*

---

METHODOLOGY. This course takes into account the discursive context of most practical reasoning. For that reason, it is taught only by student-managed groups of not less than two.

PREREQUISITE. Informal Logic

*Reproduced from the text by permission of the author, Michael Scriven.

STUDENT MATERIALS.

Scriven, Michael: Reasoning. Edgepress, 1384 Queens Rd., Berkeley, CA 94708

Coole: Syllabus for Intermediate Informal Logic

Notebook, paper, pencil, dictionary

INTERMEDIATE INFORMAL LOGIC., A course syllabus
by Walter A. Coole, Skagit Valley College.

Your GOAL for this course will be to develop the ability to produce and evaluate informal arguments; ie. reasoning to sound conclusions.

This course of study has a definite prerequisite. In order to enter this course, you must have completed the Open Classroom course, Informal Logic. This background will provide you with:

--the ability to conduct independent study successfully
--the subject-matter background necessary to understand what the textbook author assumes you to know at the beginning of your studies

The METHOD used will be a new one to many students: student-managed seminar. This method has been chosen because of the author's (correct) belief that informal argumentation is a social technique among peers. After all, if there's a definite authority among a group, one needn't ever argue--Big Brother will provide the Truth!

Therefore, you should have identified at the beginning of the course, which students you will work with; when and where you will meet; and how your group will be structured. A "group" consists of at least two students.

If you do not have confidence in your fellow students to work with you, postpone your work--and don't enroll--and don't attempt to start until you can recruit some kindred spirits.

COURSE MATERIALS

This syllabus
Scriven, Michael: Reasoning. Edgepress, 1384 Queens Rd. Berkeley, CA 94708.
Notebook, paper, pencil, dictionary

YOUR PROGRESS THROUGH THE COURSE

There are seven substantive units in this course; each is associated with a chapter in the textbook. (Chapter VIII will be treated separately at the end of this syllabus.)

Your first chore will be to allocate the available time so that you will complete the course by the end of the enrollment period; this should be done by the group first--and then by each individual. Individuals may work ahead of the group, but not behind the agreed-upon schedule. Record your target dates in the space provided on the next page.

| Unit | Group Target Date | Your Target Date |
|---|---|---|
| I | _____ | _____ |
| II | _____ | _____ |
| III | _____ | _____ |
| IV | _____ | _____ |
| V | _____ | _____ |
| VI | _____ | _____ |
| VII | _____ | _____ |

Now, read in the first few pages of the text:

The Aims of the Book
To the Student
To the Instructor

and respond to the following items as you did in the syllabus for Informal Logic...

1. Scriven intends the student to reach the following objectives:

   (1) to improve skills in (i) _____ and then
   (ii) _____ of the kind found in
   (a) _____ and (b) _____

   (2) to improve skills in _____ arguments, reports and instructions

   (3) to improve "critical instincts", ie.
   (i) _____ judgements and
   (ii) attitudes toward
   communications and behavior of people so that they are consistently approached with
   (a) _____
   (b) _____

   (4) to improve _____ about facts and arguments.

2. T-F. Scriven claims that the foregoing objectives are practical and broad.

3. What is offered for the best criticism submitted?

4. T-F. "A quizzes" may be used as unit pre-tests.

Note to the Open Classroom Student:

We're caught in an ambiguity of roles; fortunately, we have a simple way out.

Professor Scriven wrote the text as a teacher device for a more-or-less traditional, authority-directed instructional program. In the Open Classroom, students take over some of the role of the instructor: namely--

> In lieu of the instructor presenting information, the student reads it for himself.
>
> Students are responsible for diagnosing snags and trying to work around them; the instructor is simply one of the resources he uses to solve his problem.
>
> Students set the pace.

for these reasons, it's important for you to read the remarks addressed to the instructor--in our case it applies to you, the autonomous student.

---

5. T-F. In the conventional model of instruction, there is only one way that the text can be used.

6. What does Scriven believe about the subject of informal logic? ii.1, ii.2, ii.3

7. T-F. The principle of transfer of learning is widely recognized to be a reliable empirical law.

8. What is the only way to improve reasoning skills? ii.3, ii.4, iv. 1

9. What does almost every real argument involve?

   a. conflict
   b. assumptions
   c. winning and losing
   d. (a) and (b), but not (c)
   e. none of the foregoing

10. With respect to the distinction between "inductive" and "deductive", Scriven...

    a. distinguishes between them
    b. argues that the distinction is sharp.
    c. denies the distinction
    d. (a) and (b) but not (c)
    e. (a) and (c) but not (b)

11. What are students expected to do about the numbered sections of the text?

ANSWERS

1. (1) (i) analyzing
   (ii) evaluating (a) everyday discourse
   (b) textbooks or lectures

   (2) presenting

   (3) (i) immediate
   (ii) (a) standard of reason
   (b) attitude of reasonableness

   (4) knowledge

2. True
3. A prize of not less than $250.
4. True
5. False
6. ii.2--I believe this is the most...
7. False
8. iii.3--It is for these reasons that I believe the...
9. b
10. a
11. Write in titles for the numbered sections of the text. (Surprise! This direction is in the second paragraph of "To the student".)

---

As you study each chapter of the text, do the following things:

1. Read the text, summarizing by writing titles for each numbered section.

2. Check your mastery of the chapter by completing the "A-quiz". After you complete each item, uncover the answer and check yours against it.

3. Complete the "B-quiz" in draft form as preparation for your group meeting.

4. At your group's meeting, the main order of business should be consolidating your answers to the "B-quiz" into a composite paper, representing the group's answer to each question. These group papers should be submitted as your group progresses through the course. (You should keep your own copy of the group's joint effort).

5. To qualify for a grade of "A", complete and submit the "C-quiz" for each chapter as you progress through the course.

Your answers are expected to draw heavily on the text for techniques and standards; whenever appropriate, you should cite the text, by section, to indicate which part you are applying.

You are expected to recite at each meeting with the instructor according to the "Protocols", citing as your current objective, one specific item from "The Aims of the Book".

---

## COMPLETING THE COURSE

Upon completing Chapter VII, you should assemble all papers: "A-Quizzes", individual drafts for the "B-quizzes" as well as your copy of the group effort, and perhaps "C-Quizzes".

Submit these to the instructor. He may wish to discuss some part of the course. If so, you are expected to be able to demonstrate your mastery without long pauses.

---

## WHAT'S NEXT?

Read Chapter VIII for some general ideas.

To find out what's available in the Open Classroom, see your instructor.

## PART III: Formal Logic

Previous ERIC documentation: Philosophic Heuristic Instruction (PHI) -- III. ED 112 973.

Elementary Formal Logic

Course outline: add to *Other Materials Required...* (page 3)

*Polecat Logic Bailout Kit # 2: 'UNLESS'*
*Polecat Logic Bailout Kit # 4: Existential Instantiation*

Course syllabus: insertions

Page 47, after the first sentence and before "Lesson 6":

(Optional) *Polecat Logic Bailout Kit #2: 'UNLESS'* may allay your suspicions about translating that word as 'v'.

Page 58, after line 10 and before "Exercises: KM, p. 105..."

(Optional).*Polecat Logic Bailout Kit #4: Existential Instantiation* explores an ordinary-language use of the rule and takes note of the disasterous possibility entailed in ignoring the rule's restriction.

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Pages 4.82ff are provided as a means of explaning to non-logician colleagues why the study of formal logic has current importance.

# FORMAL LOGIC AND THE EMANCIPATED MAN

By Walter A. Coole, Skagit Valley College

This essay is concerned with stating the goals of a course in formal, symbolic logic in a general education curriculum.

The value of a general course in problem-solving, informal reasoning, and common fallacies seems obvious to me; in order to call oneself educated, one must know how to think. But I am not treating, herein, with "informal logic"--rather, with the place of formal logic in the liberal-arts curriculum.

First off, I'd better make explicit what kind of a course is being advocated: a lower-division course that treats with sentence relations and assertions; more technically speaking, the sentential and predicate calculii. Such a course, taught by conventional methods, includes about fifty hours of classroom instruction, demonstration, and discussion of the subject matter's significance and application. In an individualized, "systems" course of formal logic, the average qualified student will spend about 160 hours' study to attain about the same degree of mastery.

Historical notes. From the institution of the Boethian *Trivium* in medieval universities to the beginning of the present century, Aristotilian deductive logic was part of the standard curriculum. Students were to understand the rules of discourse before taking up the serious study of philosophy.

John of Salisbury, in his *Metalogicon*, a polemic on logic instruction, aired in a thorough, pungent way, the purpose of natural-language logical studies.

By the early 1900's, Aristotle's logic was commonly understood among literati that it was taken for granted that everybody thought in its terms "naturally.". By the early 1920's, the study of syllogistic logic had withered away--I'd suppose because it seemed that what came naturally needn't be taught when the growing curriculum was stuffing the fixed space of preciously finite academic years.

I, for one, don't mourn the passing of natural-language logic; I'm quite happy that it's gone. Now, there's curricular space for the fully symbolic innovations of Frege, Boole, etc.

An Epicurean Invitation. Logic is a chimera: at some times, it is an efficient method of data-processing; at others, a dignified Latin slapstick to apply to the backside of audacious authority. But to many, it is a simple delight--a vehicle for taking trips into realms unknown to non-logical squares.

Liberal education should train one to enjoy many things.

The enjoyment of logical operations--derivations and translations from English to logical symbolism--are functions of the teacher's approach and students' initial attitudes. When both these variables are favorable, formal logic has a straightforward, intrinsic, aesthetic value. It's fun!

Deliberately Created Language. In addition to the call of logical lorelei, there are sound prudential grounds for the study of formal logic; Leibniz proposed such grounds in his prolegmenon. During his career, Leibniz was witness to contentions at several levels of discourse. He proposed a system of logical, inferential computation, based on a deliberately constructed language. Implicitly, Leibniz palpitated the culprit: natural language; eg. English, German, Coptic.

No, I'm not demanding the abrogation of speech of Chaucer and Shaw. The natural languages are indispensable in certain areas of human endeavour.

But however useful they are in some activities, they fail miserably in others.

Instance: did you ever try to tell, *in words*, how a tune goes?

Fundamentally, the natural languages are the issue of uncalculating, neolithic people--both vocabulary and syntax. (Yea, even the brand of natural language spoken by college professors!)

The natural languages just weren't intended to be used as modern man often attempts to use them; they don't express quantity very well; they don't depict inferential relationships very clearly, either.

They were originally oral-transmission behavior patterns. Speakers communicated verbally and linearly, dynamically and simply.

Whereas neolithics had nothing complicated to say, moderns do. Neolithics, as individuals, confronted members of their own primary group; modern individuals spend much of their time in the company of members of secondary groups--often communicating indirectly to a much larger number of people.

Primitives almost never question their linguistic habits. Moderns (especially lawyers, managers, and philosophers) make lifelong careers of tackling linguistic problems.

True, modern English has evolved some syntactic words that encode some pretty complex logical relationships. It seems to require the trappings of set-theory and probability to express "even if", "notwithstanding", and "characteristically". That's the point. Being so terse, the logical complexity of such terms is often glossed over.

At time, my students have difficulty learning to translate from English formulations to logical symbolism. I sometimes rationalize my failures as a teacher by blaming the student's ignorance of his mother tounge; but perhaps this is a bit more than whole-cloth rationalization. Students often report a perception of their own

learning successes by announcing an increased awareness of the power of syntactic words in our language.

In contrast to the primarily *spoken* natural language, formal symbolization was developed to be *written*. To appreciate the advantage of a written language, contrast statements of the Pythagorean theorem in English and algebraic formulations.

But beyond simple expression of certain ideas, formal logic facilitates the drawing of inferences, and displaying the validity of arguments. Natural-language arguments are, from psychological necessity, simple. Formal logic's capacity to represent a chain of reasoning *all at once* allows for the communication of considerably more complex inference-chains; in fact, demonstrations of any complexity desired.

Thus, a canon in this logician's statment of faith:

> The artificial language of symbolic logic, along with its procedural lore, can extend human capacity for communication; such extention is needed for modern man lives in an enviornment which is cosmopolitan, technological, and densly populated--and in such an environment, the natural language is insufficient to man's communication needs.

Computers and data processing. Man didn't create machinery; it happened the other way around.

Our species evolved from lower-order primates who already had rudimentary tools. Artifacts were part of the environment that shaped the evolution of *homo sapiens*.

I don't understand Luddites. Do they really want to destroy all machines and leave us naked and empty-handed on a planet that can't support a tenth of us in an uncultivated ecology?

For several millenia, smart folk have used gadgets to reckon with. Anthing that can be calculated by rote can be mechanized--and should be. Even the rote and routine of human communication should be done with computerized "interface". I don't really care if the telephone company, its switching mechanisms, and its computers *love* me. All I want them to do is route my calls to the right places and avoid errors in toting up the bill.

Since the mid-century, we've rigged up methods to handle a great deal of such trivia with computers: commercial billing, address-routing, daga-juggling, and information retrieval.

Personally, I believe that in the future, computer-programming will become a skill as common as driving an automobile is now. Practically everyone will do it; and those who don't will be thought a bit eccentric. But even for those who don't program computers, there'll be the problem of living with the data they produce. And in order to assess computer-processed data intelligently, one must appreciate the concepts of logical entailment and linguistic truncation: These concepts can be learned in the study of formal logic.

Exhortations. At the 1960 International Congress for Logic, Methodology, and the Philosophy of Science, I remember two men especially: J. M. Bochenski and Mario Bunge. They both warned that a trickle of supersition and irrationality would grow to a tragic flood if logicians didn't become more effective teachers.

"The myth-mongers and obscuritants are abroad again," said Bunge.

While I won't claim that universal study of formal logic is a panacea for civil disorders, I'm convinced that irrational discourse tends to aggreivate many of the difficulties we have. In my own career, I've seen a number of confrontations that could have been mitigated had the parties been clear in their thinking and speech. I believe that training in formal logic would have been operant skills in those circumstances.

But proclivity for sweet reason is not the sort of thing that's imparted in stress-loaded circumstances; it's acquired in the relative calm of an academic setting--or else it isn't imparted at all.

Peirce, in "Fixation of Belief," called methodology an intellectual tool-kit and intimated that it was best learned in school.

At one time, not too long ago, formal logic appeared to be a plaything for cerebral types. Well, OK: elegant tools are delightful to the hand and elegant intellectual tools are delightful to the mind.

But human communication needs have pressed us beyond the limits of our natural language's capacity. A man whose language capability is inadequate to his needs is neither emancipated, enlightened, nor educated.

The language of formal logic and its calculus provide an essential step to full education.

Christmas, 1968.

Oleanna Math Program

OLEANNA MATH PROGRAM

Previous ERIC publications:

*Oleanna Math Program Materials* ED 103 088
*Oleanna Math Program Smorgasbord--I* ED 103 089

Changes

ALL EXTANT COURSE OUTLINES: Eliminate "Automata Student Response Card" from lists of student materials.

COURSE SYLLABI:

Pre-Algebra, Standard Path, p.3, para. 3, the first and second sentences should read--

> You may take this test at any scheduled conference or by appointment. You'll need standard notebook paper and pencil.

Basic Algebra, Review Path, Part II, p. 2: delete the third sentence.

Basic Algebra, Standard Path, p. 3: the second sentence of the fourth paragraph should read:

> You'll need standard notebook paper and pencil.

Plane Geometry, p. 2: from the last sentence, delete "...a 50-entry answer form..."

Intermediate Algebra, Standard Path, p. 3, para. 2, the third sentence should read:

> You'll need standard notebook paper and pencil.

Functions & Relations, Standard Path, p. 1, change...

III 7 _____

to III 7 _____ (Sections 7.4 and 7.5 optional)

Page 2, the first sentence of the next-to-last paragraph should read:

> You'll need standard notebook paper and pencil.

Periodic Functions, Standard Path, p. 2 the first sentence of the next-to-last paragraph should read:

> You'll need standard notebook paper and pencil.

Analytic Geometry, Standard Path: The text for this course is now out of print. A new course outline and syllabus will be produced for

a new text when available.

New entries for the Smorgasbord file: pp. 5.3-5.9.

A new sequence, fifteen one-credit units on the history of mathematics, has been developed. The course outline, syllabus, etc. are included: pp. 5.10-5.31.

In addition to the "standard path" and the "review path", there's a "quickie review" listed in the Smorgasbord (1/18-1/31). Pages 5.32-5.34 provide a reference chart for users who are too late to get a copy of the publisher's freebie.

→ 1/34 → Basic trigonometry

Hexanna Math Program
Smörgåsbord

*Performance objective(s):* measure angles in degrees and radians; convert between degrees and radians; measure and use table-lookups for tangents, sines, and cosines; compute angles and sides of triangles.

Prerequisite: basic algebra Time: 20 hours

*Student materials:* Ablon, Leon J.: Basic Trigonometry. (S.IMM) Cummings Publishing Co. 2727 Sand Hill Rd. Menlo Park, CA 94025. $2.

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→ 1/35 → Rational Number Theory

Hexanna Math Program
Smörgåsbord

*Performance objective(s):* prove general statements about rational numbers.

Prerequisite: Intermediate Algebra Time: 17 hours

*Student materials:* Abramson, Murray: A Development of the Rational Number System. Allyn & Bacon, Inc. 470 Atlantic Ave. Boston, Mass. 02210. $4.

Teachers' materials: Teacher's Manual.



5" X 8" format, cut along dotted lines. For current updates consult: Greenbook Abstract

→ 1/36 → Number Systems

Oleanna Math Program
Smörgåsbord

*Performance objective(s):* interpret statements statements involving the following kinds of sets: N, I, R, R*.

Prerequisites: intermediate algebra Time: 17 hours

*tudent materials:* Drooyan, Irving & Hadel, Walter: A Programmed Introduction to Number Systems. John Wiley & Sons, Inc. 605 Third Ave. New York, NY 10016

→ 4/1.3 → Allied Health Mathematics

Oleanna Math Program
Smörgåsbord

*Performance objective(s):* perform mathematical operations required to undertake the study of health occupations: fundamental operations on rational numbers, percentage, convert between English & metric systems.

Prerequisites: basic arithmetic Time: 13 hours

*tudent materials:* Shugar, G. H. et al: Allied Health Mathematics. Glencoe Press, 8701 Wilshire Blvd., Beverly Hills, CA 90211. $5.

Teachers' materials: answer booklet.

Student should complete and submit all written work.



5" X 8" format, cut along dotted lines. For current updates consult: Greenbook Abstract

→ 4/4.4 → Scientific & Technological Mathematics

Oleanna Math Program
Smörgåsbord

*Performance objective(s):* apply calculation skills to: use the slide rule, collect data, construct graphs, and analyze quantitative problems

Prerequisite: Intermediate algebra Time: 2 hr/ chapter (13 chapters)

*Student materials:* Aldridge, Bill G.: Quantitative Aspects of Science and Technology. Charles E. Merrill Books, Inc. 1300 Alum Creek Dr. Columbus, Ohio 43216. $7.

Teachers' materials: Solutions Manual for Quantitative Aspects of Science and Technology.

Student should turn in, NEATLY HANDWRITTEN, solutions for all problems in each section.

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→ 4/5.2 → Intermediate Metric System

Oleanna Math Program
Smörgåsbord

*Performance objective(s):* work intuitively, with considerable ease and familiarity, in the metric system, estimating and using metric units

Prerequisite: pre-algebra or basic arithmetic Time: 20 hours

*Student materials:* Johnson, H. N. & Robertson, M. J.: Experiences in the Metric System. Paul S. Amidon & Associates, Inc. 4329 Nicollet Ave. South, Minneapolis, MN 55409



5" X 8" format, cut along dotted lines. For current updates consult: Greenbook Abstract

+ 1/41.1 + Not-Quite-So-Quickie-Review

Oleanna Math Program
Smörgåsbord

*Performance objective(s):* refresh pre-calculus mastery

Prerequisite: prior mastery through periodic functions

Time: 20 hours/mod

*Student materials:* Hall, James E. & Smith, Marion B. Algebra and Trigonometry Modules. Cummints Publishing Co, Inc. 2727 Sand Hill Rd., Menlo Park, CA 94025.

(Instructor's guide available to teachers only.)

This Package contains five softbound texts designed for the standard College Algebra and Trigonometry course. These modules can be purchased as a complete package or individually, according to class needs.

MODULE I: FUNDAMENTALS

For students who require a more gradual beginning to college algebra, MODULE I reviews topics usually covered in intermediate algebra.

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+ 1/41.2

Oleanna Math Program
Smörgåsbord

MODULE II: EQUATIONS and MODULE III: FUNCTIONS

MODULES II and III cover the standard college algebra topics including such optional ones as mathematical induction and systems of equations in Echelon form (these can be omitted without loss of continuity).

MOUDLE IV: TRIGONOMETRIC FUNCTIONS: THEORY and
MODULE V: TRIGONOMETRIC FUNCTIONS: APPLICATIONS

For college algebra courses that include trigonometry, MODULE IV presents theory utilizing a circular function approach along with reasons for the importance of this approach, while MODULE V consists of trigonometric applications.



5" X 8" format, cut along dotted lines. For current updates consult: Greenbook Abstract

.1/42 Statistical Applications

Oleanna Math Program
Smörgåsbord

*Performance objective(s):* (i) recognize "real life" problems which are amenable to statistical solutions (ii) select and apply specific statistical tactics for attacking such problems--with ease

Prerequisite: Probability & Statistics Time: 20 hours

*Student materials:* Baum & Scheuer: Statistics Made Relevant. John Wiley & Sons, Inc. 605 Third Ave. New York, NY 10016. $7.

Teacher materials: Instructor's manual.

Student should work all exercises in the text--(a) referring to Burlington's Handbook of Mathematical Tables and Formulas for needed formulas and methods if not immediately recalled (b) checking results periodically, correcting errors

.4.7/2 Metric Estimations

Oleanna Math Program
Smörgåsbord

*Performance objective(s):* estimate metric quantities with ease--in a manner similar to intuitive use of Imperial quantities--without using conversions; in other words as the SI system will be used when fully adopted for everyday usage

Prerequisite: pre-algebra Time: 10 hours

*Student materials:* Bates & Fullerton: How to Think Metric. Copp-Clark Publishing, 517 Wellington St West, Toronto, Ontario M5V 1G1. Canada. $2.

(N. B. Local source for Skagit County: Duthie Books, Ltd. 919 Robson St. Vancouver, BC, Canada V6Z 1A5. Telephone: (604-684-4496) ATTN: Shelly Mason.)



5" X 8" format, cut along dotted lines. For current updates consult: Greenbook Abstract

→ 1/39 → Graphs & Tables

Oleanna Math Program
Smörgåsbord

*Performance objective(s):* Interpret graphs and tables correctly

Prerequisite: Intermediate Algebra Time: 20 hours

*Student materials:* Selby, Peter H.: Interpreting Graphs & Tables. John Wiley & Sons. 605 Third Ave. New York, NY 10016 $5.

→ 1/40 → Trigonometry with Applications

Oleanna Math Program
Smörgåsbord

*Performance objective(s):* graph & use functional curves; compute amplitudes & periods; relate trigonometric functions to complex numbers in CI & polar form; perform operations on complex numbers

Prerequisite: Basic algebra and 1/34 Time: 27 hours

*Student materials:* Ablon, Leon J. Trigonometry with Applications (SIMM-VII). Cummings Publishing Co. 2727 Sand Hill Rd. Menlo Park, CA 94025. $3.



5" X 8" format, cut along dotted lines. For current updates consult: Greenbook Abstract

1/37 More Statistics & Probability

Oleanna Math Program, Smörgåsbord

*Performance objective(s):* Master the content of the basic course more thoroughly

Prerequisite: Probability & Statistics Time: 100 hours

*Student materials:* Byrkit, Donald R. Elements of Statistics. D. Van Nostrand. 450 West 33rd St., New York, NY 10001. [and Student Self-Study Guide]

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1/38 Linear Systems & Programming

Oleanna Math Program Smörgåsbord

*Performance objective(s):* perform various linear-system computations; apply algebra to linear programming & polynomial interpolation

Prerequisite: Functions & Relations Time: 20 hours

*Student materials:* Fernandez & Miller: X-Rated Algebra, Vol. V (only). Brooks/Cole Publishing Co./Wadsworth, Belmont, CA 94002 $4.

Teacher's Materials (not needed by student): Instructor's Manual & Answer Key.

Student should submit all exercises.



5" X 8" format, cut along dotted lines. For current updates consult: Greenbook Abstract

Oleanna Math Program

HISTORY OF MATHEMATICS. Course outline by Walter A. Coole, Skagit Valley College

Skagit Valley College Course Number: Mathematics 251-255

Quatrer credits: 1-15 Semester credits: 1-9

The course outlined in this paper consist of fifteen one-credit modules corresponding to conventional historic periods, thus...

| Unit | Period | Era | From | To |
|---|---|---|---|---|
| 1 | Pre-Greek | Pre-history | 3000 BC | 200 BC |
| 2 | Ancient | Early | 800 BC | 300 BC |
| 3 | | Late | 300 BC | 600 AD |
| 4 | Medieval | Other cultures | 200 BC | 1400 AD |
| 5 | | Western | 200AD | 1400 AD |
| 6 | Renaissance | | 1300 | 1580 |
| 7 | Baroque | Early | 1500 | 1650 |
| 8 | | High | 1625 | 1665 |
| 9 | | Late | 1665 | 1730 |
| 10 | Modern | Enlightenment | 1700 | 1790 |
| 11 | | Romantic | 1790 | 1860 |
| 12 | | Scientific | 1850 | 1900 |
| 13 | | Reconstruction | 1890 | 1910 |
| 14 | | Recent | 1910 | 1955 |
| 15 | | Contemporary | 1955 | Present |

Average student completion time for each unit: 30-50 hours.

PERFORMANCE OBJECTIVES

On completion of a module of this sequence, the student should be able to...

without memory-aids:

1. recognize prominent mathematicians & mathematical topics of the era, giving approximate dates, locales, and brief summaries of mathematical work;

2. relate the mathematician and his topics to general history loosely;

with memory-aids:

3. give exact dates, locales, and important biographical details bearing on the mathematical works;

4. list and summarize mathematical investigations;

5. tell what historical and mathematical events influenced the mathematicians thinking;

6. list some important applications of the mathematican's teaching.

The memory-aids from which the student works will include a detailed chronograph with a scale of 4cm/annum and a working file of 12 X 20 cm (5" X 8") cards. All memory-aids must be the student's own work and must appear in the format specified in the syllabus.

DISCUSSION

Literature on teaching the history of mathematics is sparse and varies considerably in evaluating such accomplishments.

The most adverse opinion holds that this kind of historical knowledge is without merit for any purpose; but doesn't claim that any harm comes to the student who acquires *doxographic* 1. knowledge of the history of mathematics.

The most favorable authorities assert that doxological knowledge is a necessary background for "in-depth" historical studies. 2. Carriccio, Ettore: *Mathematics and Logic in History and Contemporary Thought.* (Tr. Isable Quigley) Faber & Faber.

The purpose of this sequence is to provide the academic mathematics major and the persistent amatuer with the ability to conduct such in-depth study, thoroughly grounded in a knowledge of historical context.

ENTRY REQUIREMENTS AND SEQUELA

A student, ent ring this sequence, should be an accomplished academic learner, able to write well, read difficult prose, outline and summarize quickly, and grasp sequences of events as a whole. A fair knowledge of general history is essential; ie. good performance in "world civilizations" courses.

1. a DOXOGRAPHIC history of mathematics places in chronological order: biography, major conclusions, historic events--noticing "successions" or in familiar, but misleading terms, "schools"

Within the discipline, the student should be able to...

identify concepts
summarize ideas
analyze
evaluate
classify, according to disciplinary sub-topic:
    concepts
    ideas
    mathematical literature

The ability to type is of considerable utility, but not essential. Upon completing the historic survey of a given era, the student may suspend pursuit of this sequence in order to study, in depth, a mathematician or a concept or attend advanced classes in lecture or seminar.

The latter activities should be encouraged to satisfy the need for more than doxographic history.

MATERIALS

*Items marked with an asterisk are conveniences to improve appearance of the time-line and reduce student time involved with mechanical operations in constructing the time-line.

Brand-names are given as indications of the item needed, but aren't essential.

Print Materials

*Encyclopedia of History.* Houghton-Mifflin. 1969.
*World Almanac.* (Current year.)
*Webster's Biographical Dictionary.* Mirriam-Webster.
*Goode's World Atlas.* Rand-McNally.
*Historical Atlas of the World.* Rand-McNally.
*History of Mathematics (2 vols.).* David Eugene Smith. Dover Publications. 1958
*A History of Mathematics From Antiquity to the Beginning of the Nineteenth Century.* J. F. Scott. Barnes & Noble Books. 1975
*An Introduction to the History of Mathematics.* Howard Eves. Holt, Rinehart & Winston. 1976.
*A History of Mathematics.* Carl B. Boyer. John Wiley & Sons, Inc. 1968.
*A History of Mathematics to 1800.* Joseph E. Hofman. Littlefield, Adams & Co. 1967.
*International Dictionary of Applied Mathematics.* W. F. Freiberger, ed. D. Van Nostrand Co., Inc. 1960.

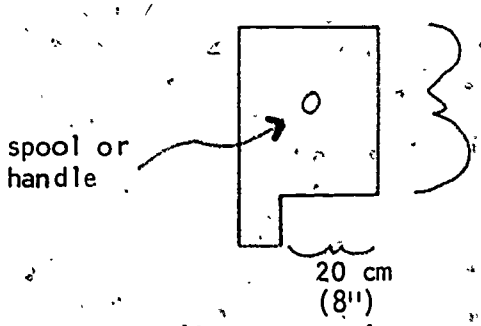
For card-file

Pre-printed file-leader cards, 12 X 20 cm (5" X 8")
Index cards,
Index file dividers, alphabetic -- 2 sets
Index card-file box, 12 X 20 X @20 cm (@8" deep)
Two colored felt-tip pens (broad-tip) -- any two colors
Fine-line black pen (ink or ball-point)
(Optional) Portable typewriter
Long file-card storage boxes

For chronograph

Brown wrapping paper @1 meter wide (30-42"); Length: 4 meters for each century covered in the module
Red finepoint felt-tip pen
Meter-stick
Long table
Liquid paper, buff-colored; Liquid paper thinner
Red Mystic tape or builder's tape -- @5 cm (2") wide

*Two pieces of wood, 5 X 5 cm (2") @45 cm long (18")
*Chronograph rubber stamp 4cm/annum
*Red rubber stamp pad
*Serial numberer-stamp, with red ink
*Dennison Pres-a-ply Removable Labels, 5 X 10cm (4" X 2")
*Dennison Red file folder labels
*Chronograph stamp-aligning template: plywood




Approximate measurements

Tape-measure: 10 meter or longer.
*IBM Flowcharting Template
*Transparent Mystic Tape 5cm (2")
*Scotch tape, 2 cm or narrower

Syllabus: History of Mathematics -- Walter A. Coole

Oleanna Math Program

SYLLABUS: HISTORY OF MATHEMATICS
Walter A. Coole, Skagit Valley College

INTRODUCTION

This syllabus will guide you through fifteen "eras" of the history of mathematics. Each era will require from 30 to 50 hours' study.

Through the study program outlined, you'll gain a knowledge of history that's described as DOXOGRAPHIC: you'll be able to place mathematicians and their investigations into temporal and tradition sequences. Doxographic knowledge of the history of mathematics is not a full education in history, but it's a necessary basic.

In accomplishing your work, you'll build a time-line in grand scale and outline the investigations of many mathematicians in some detail. This "tour" of mathematics should lead you to encountering some great thinkers who have had ideas that you'll find interesting and useful. Having identified them and learned something of their historic surroundings, you'll then be well equipped to select a few for more intense study.

OBJECTIVES

Upon completion of a module of study--an era--you'll be expected to...

without memory-aids:

1. recognize prominent mathematicians of the era, giving approximate dates, locales, and brief summaries of mathematical investigations;

2. relate mathematical thought to historic events;

with memory-aids:

3. give exact dates, locales, and important biographical details bearing on mathematical investigations;

4. list and summarize mathematical tracts;

5. tell what events influenced mathematical history;

6. list important applications.

The memory-aids from which you will be working will be entirely of your own construction; by following directions in this syllabus, you'll produce neat, stylized memory aids which will serve you later in furthur work as a historian of mathematics. It may be that later, you'll decide that the materials aren't of much utility, but the process of producing them will have been the significant outcome; because the work involved will take you through an intellectual experience that's unique to you--and a lot more fun than lectures!

Your memory-aids will consist of:

--a chronograph (time-line) about 1 meter wide with a scale of 4 cm/annum*

--a card-file summarizing important factual information about the mathematical history you'll be studying

MATERIALS

Print materials. These materials include all books needed for the whole 15-unit sequence; many are quite expensive. I'd suggest that you not buy any of them at first. Locate them in the Open Classroom and the college library. After you've completed two or three units, you'll be able to see what you want for your own and which you can conveniently use in other locations.

*Encyclopedia of History.* Houghton-Mifflin. 1969.
*World Almanac.* (Current)
*Webster's Biographical Dictionary.* Mirriam-Webster.
*Goode's World Atlas.* Rand-McNally.
*Historical Atlas of the World.* Rand-McNally.
*History of Mathematics (2 vols.).* David Eugene Smith. Dover Publications. 1958.
*A History of Mathematics From Antiquity to the Beginning of the Nineteenth Century.* J. F. Scott. Barnes & Noble Books. 1975.
*An Introduction to the History of Mathematics.* Howard Eves. Holt, Rinehart & Winston. 1976.
*A History of Mathematics.* Carl B. Boyer. John Wiley & Sons, Inc. 1968.
*A History of Mathematics to 1800.* Joseph E. Hofman. Littlefield, Adams & Co. 1967.
*International Dictionary of Applied Mathematics.* W. F. Freiberger, ed. D. Van Nostrand Co., Inc. 1960.

*At the time this syllabus is being written, 1976, we're just about to go METRIC; ergo, this will be a metric syllabus. 1 meter = 39"; 1" = 2.5 cm; 5" X 8" index cards become 12 X 20 cm index cards.

For your card-file. You'll need to purchase all of these...

12 X 20 (5" X 8") Index-card dividers with blank tabs.
12 X 20 index cards
Index file dividers, alphabetic: you'll need a second set at the beginning of the second module.
Index card-file box, 12 X 20 X @20 for the current module's cards; some boot boxes work out fine
Fine-line black pen: ink or ball-point
Broad-tip felt pens: any two colors, preferably black and red
(Optional) portable typewriter
Long 12 X 20 card-file boxes -- beginning with the second module, you'll need several to store cards generated in previous units' work separately from the current work

From the instructor: pre-printed 12 X 20 file-leader cards -- a handful

For your chronograph. This grand-scale time-line study will be brown paper (which doesn't show light pencil-marks)--done in red and white, both of which stand out well visually. For a start, purchase only these items:

Red fine-point pen: ink or ball-point
Red narrow felt-tip pen
Liquid Paper, buff-colored and Liquid Paper Thinner -- for corrections
#2 lead pencil
Two pieces of wood, 5 X 5 X 45 (a couple of 2-by-4's will work) -- to hold the rolls of paper down
Dennison Pres-a-ply Removable Labels, 5 X 10
Dennison Pres-a-ply file folder labels
IBM Flowcharting Template, good paper-cutting scissors
Narrow (@ 3 cm) Scotch tape, non-yellowing

And locate a long table to work on.

Other materials you'll need are available in the Open Classroom; locate them all now...

Brown wrapping paper @1 meter wide. Length: 4 meters for each century covered in the module, plus 2 meters spare
Meter-stick
Tape: red Mystic or builder's tape 5 cm wide
transparent Mystic tape 5 cm wide
Chronograph rubber stamp
Long rubber-stamp pad
Serial-numberer
Template
10+ meter tape measure

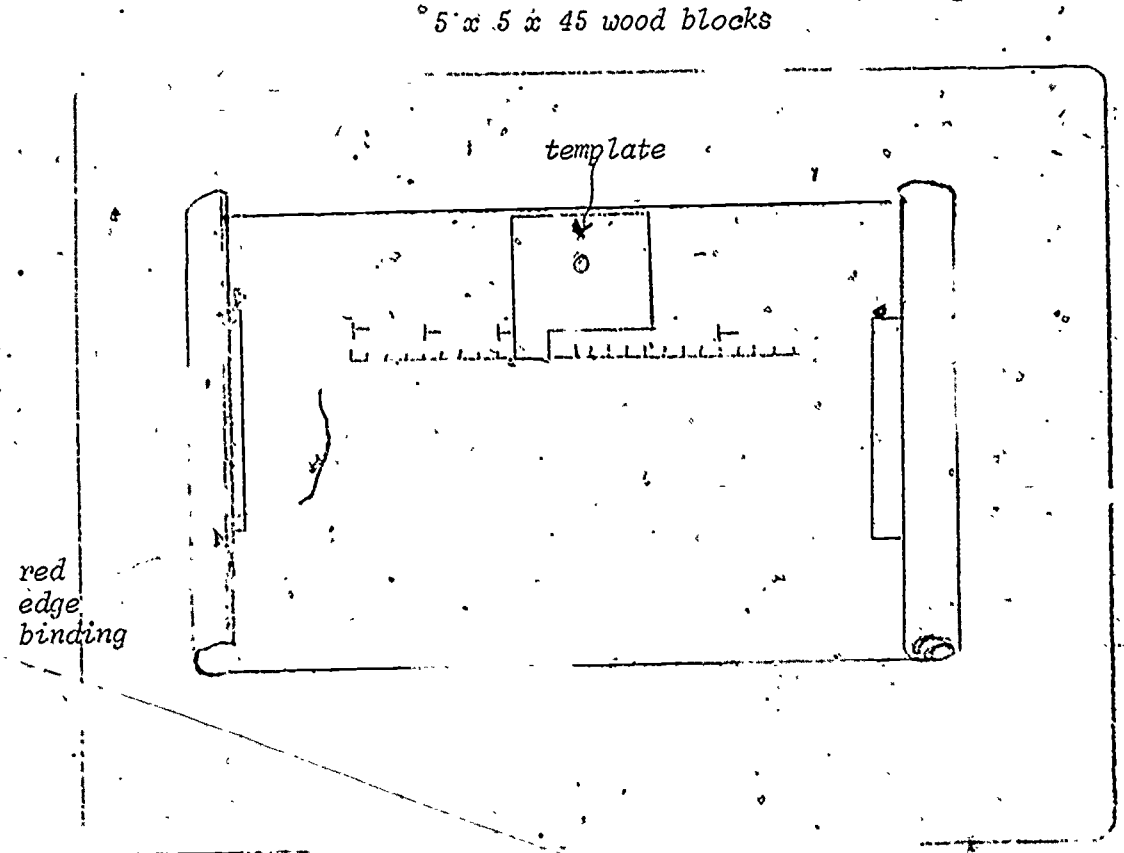
A PRELIMINARY EXERCISE

Before undertaking your first unit of historical study, let's build a chronograph based on your place in history. This will get you accustomed to the mechanics of drawing a neat, stylized chronograph of convenient size. It will also provide you with a piece of material by which you can sharpen your historical depth-perception.

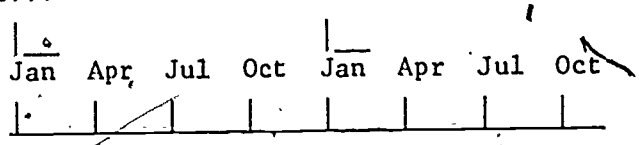
This chronograph will cover the years from 1750 to 2000 AD and involve your own personal biography.

Take 12 meters of brown paper. Using red 5cm tape, bind the outer edge of the roll. Measure off about a meter and begin the time-line about 25 cm from the top of the roll, using the chronograph rubber stamp and template.

Your work, laid out on a table should look like this...



A closer look at the red time-line thus generated reveals something like this...

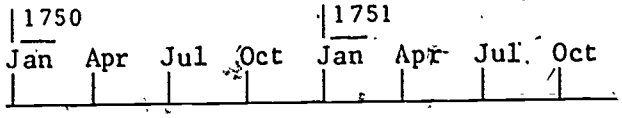



Each year corresponds to 4 cm; the first month of each quarter is designated.

Next, you're going to number the years neatly and quickly.

Select the serial-numberer and READ THE ACCOMPANYING INSTRUCTIONS THOROUGHLY. Set the number-sequence to 1749 and test it once. Note the mark on the metal that will be contacting the paper; it is an index to locate the years correctly on the time-line.

Your first two years should look like this...




Now, extend the time-line to the right until you reach the year 2000; bind the right edge of the paper.

Having now manipulated time-lines and rolls of brown paper for a while, you're in a position to make a decision. Do you want to keep on working with rolls of paper, or would you rather accordion-fold all of it? Remember, when you complete the whole historic study, you'll have about a hundred meters of brown paper in 15 sections.

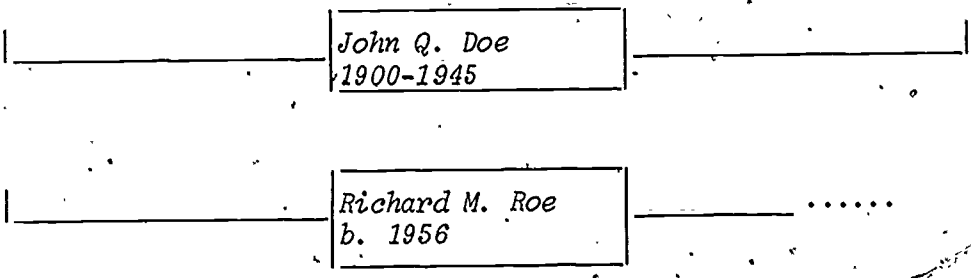
If you decide to accordion-fold the stuff, I'd suggest that you do it in 30 cm sections. Do this before you procede any furthur.

Having made the decision and acted on it, you can now begin entering historic events. Using the *World Almanac*'s chronology section, enter all events from 1750 to the present as accurately as possible above the time-line.

Finally, using your own life-history and that of your parents and grandparents, pick out one or two events (birthdays, graduations, major moves, jobs) for each decade--as far back as you can go. A few people can get back to the 1750's with their family history.

Enter all family events below the time-line, using this shape and the red pen.


Life-spans should be marked with the red felt-tip pen with name, birth and death typed or printed on the red labels; if the person is still living, end the line with dots. Life-spans should look like this...




When you've completed this, you should ask the instructor to inspect your work.

UNIT LEARNING PROCEDURE

A. Prepare chronograph
   1. Cut brown paper--4 meters per century plus two spare.
   2. Dr w time-line and print years.
   3. Accordion-fold if that's your style.
   4. Enter major events from *World Almanac* at the top edge of the paper.

B. Survey the era being studied
   1. In the last section of this syllabus, "Periods and Assignments," note the passages indicated in Hoffman: *The History of Mathematics* for the era.
   2. Read each passage carefully, s tting up a file-leader card for each mathematician mentioned; as you read, enter as much information as you can on the card. This is the beginning of the memory-task leading to the performance objectives--for that reason, you should review the objectives and keep in mind that you should be working toward them.
   3. Because Hofman missed a few important mathematicians in each era --as does everyone else--you'll have to double-check him against each of the other authorities.

      To make your task a bit more complex (but not impossible) there's a matter of temporal overlap. We've sequenced the modules according to Hofman's dating, using an admittedly arbitrary set of dates which happen to overlap.

      Investigate each of the texts listed for the current module of historical study, using the index and table of contents to select passages relevant to the era being studied. Set up a card for each mathematician being studied in the current module; and note each individual you've decided to postone for the next module. Make a note of each text's passage on the back of the card.
   4. If you have in mind any mathematician who should be included, but is not, add a file-leader card for him, noting your sources under "Remarks".

C. Recapitulate the era (Repitition is necessary for all memory-work; this tactic will reduce the tedium by varying the activity--and sometimes revealing new information.)
   1. For each mathematician identified, read the passages you've identified for biographical information. Fill in appropriate blanks on the file-leader card for information you can obtain. If you are missing information when you complete the card and feel you need it, you can try for it in the library.

      a. Before searching the library, consult the "Pioneers' Library File" for a possibl source.

      b. If it doesn't have any entries and you subsequently find something, you'd do succeeding students a favor by leaving a file-card, giving your source.

      c. For each mathematician you've identified, examine all sources for pictures and maps, showing their locales during the time of their lives. Scrutinize the pictures for clues to the time, but be wary of anachronisms.

d. Note all technical terms you encounter: be sure you can de ine them and use them correctly in context.

e. Identify a major locale--not usually the birthplace, but rather, the school at which the man taught or his longest residence. Underscore that locale on the card.

f. Look for historical incidents and note them.

g. As you complete each mathematician's file-leader card, make a small check in the upper left corner of the card (√).

2. Now, go through the cards again. This time, look up the locale and time in the *Historical Atlas of the World* (use Goode's *World Atlas* to supplement your geographic intuitions if you feel it necessary.) With the atlas open, read the appropriate passages of *The Encyclopedia of History*, making note of events which plausable bear on the mathematicians thinking. To keep track, make a second check (√√).

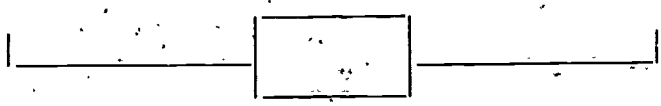
3. A last review. In this step, you'll concentrate on the card-entries, 'Tradition' and 'Application'. You'll need to work on a large surface; you'll use, in addition to your card-file, some blank index cards. Note on your cards: DIRECT influences (teachers and known reading), names of mathematical "schools", and mathematicians who are known to DIRECTLY have worked from the person's writings and teaching. Smith's volume 2 is an especially good source, but there are nuggets in the others.

In some cases, your file-leader card won't provide enough space for all the information you have to say about succession and consequences. For them, start a supplementary file-leader. The mathematician's name should be written in the upper left-hand corner of the card and cards should be sequenced in the upper right-hand corner: S-1, S-2, S-3.... These should be kept immediately behind the file-leader.

As you've completed this last review, and are satisfied that your information is complete, make a third checkmark (√√√).

D. Complete the chronograph

1. Draw in life-lines thus...



...in red as you did in the practice.

a. Exact dates are less accurate (and significant) as you procede from the present. If you're given several years for the same event, average all dates the references provide.

b. Information about months are seldom available for events before the modern period. Use "Jul"--mid-year if the month isn't provided.

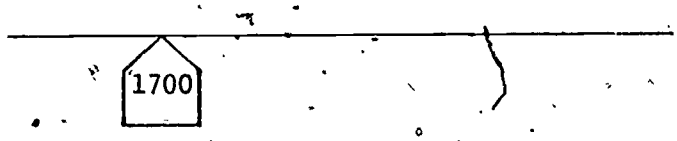
c. The label should contain name, dates, and major locale, thus...

| Nikolai Bourbaki II<br>b. 1921<br>Sedro-Woolley |
|---|

Use the red file-folder labels and locate them about mid-line.

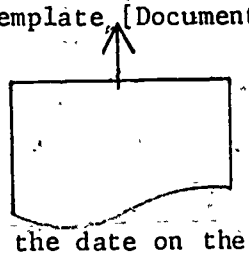
d. SPACE LIFE-LINES AT LEAST 5 CM. APART.

e. During later periods, you'll find yourself running out of space--about 1700, maybe sooner. What to do? Set up supplementary strips of brown paper--the top of which will lie just a hair-line below the time-line. Along the top, make reference points, thus...



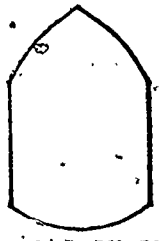

and matching points at the bottom of the first strip--say about every 25 years (1 meter). Do this in black.

2. Enter biographic details
   a. By using the white Pres-a-ply labels, you'll eliminate a lot of messy corrections.
   b. Publications should be shown with this outline from your flowcharting template [Document]

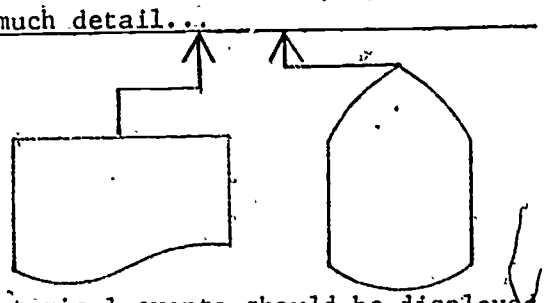


The arrow, drawn to the date on the life-line, must be drawn after the label is cut and stuck onto the chronograph below the life-line.

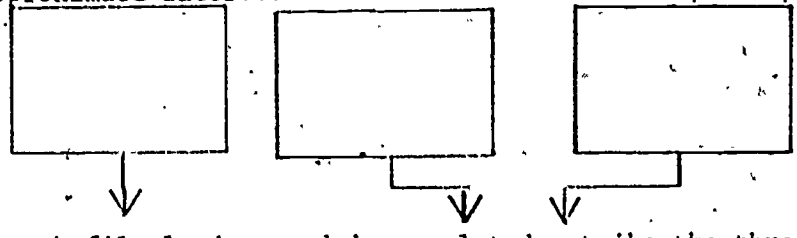
c. Other events should be shown with the "display" outline, thus...



d. If you have two events or publications close together, you may use this kind of off-setting; but you might consider dropping a few entries selectively--you may be trying to display too much detail...



3. Concurrent historical events should be displayed above the time-line in "process" rectangles, with arrows indicating approximate dates...



4. As each file-leader card is completed, strike the three check-marks (✓✓✓) and arrange them in the order you wish to undertake detailed study: chronological or succession order.

E. Detailed study of each mathematician's investigations is to be accomplished by assembling a "Harvard Outline" summary of his investigations, treatises, and publications. I'd suggest that you use the following outline for each topic...

(Roman numeral) (Name of topic)
- A. - Definitions
- B. Axioms & postulates
- C. Theorems
- D. Methods
- E. Applications
- F. Other information

but you'll have to vary each topical treatment to fit the subject.

In some cases, you'll find that a topic is not credited solely to one individual. For that information, set up a series of cards labeled by topic and cross-indexed to individuals--and vice versa--and file them separately, using the blank index dividers.

1. Each card should be headed with mathematicians name or the topic on the front: upper left-hand corner. Sequence each card on the front in the upper right-hand corner: 1, 2, 3... Use both sides.

2. Use ink or type. Be exactingly neat. Abbreviations should be decipherable by any casual (mathematically trained) reader; on this order...

- M mathematics
- (initial) Mathematician's name
- A arithmetic
- L Logic, Logistic
- G geometry, geometric
- AL Algebra
- T trigonometry
- C calculus
- P problem

See the *MLA Style Sheet* and the *International Dectionary of Applied Mathematics* for other acceptable abbreviations.

3. As you complete each set, check the chronograph for completeness and accuracy.

4. Before you file the set of cards, I'm going to show you how to insure against the horror of a scramble deck.

At the top of the file-leader card, note eight dots; four on each side. For the time being, we'll use only the four on the left.

Take one of the colored felt-tip (broad) pens. The first set of cards filed should be marked with one strip, along the top edge of the deck. The second, two stripes; the third, three stripes; the fourth, four stripes.

On the fifth set; begin with one stripe--using the other color.

On your eighth set, you'll have unique markings for each set.

So far, so good. File these cards in the small file-box, using the alphabetical dividers.

You're now asking the question, "What happens if the next set's markings are like the one in front or behind the place where it's to be merged into the larger file?"

That's what the dots on the right-hand side are for: guides for other marking.

*WHEN YOU'VE COMPLETED THE MODULE'S CHRONOGRAPH, WRITTEN OUTLINES FOR EVERYBODY, AND ALPHABETIZED ALL CARD-SETS, YOU'VE COMPLETED ALL PRESCRIBED STUDY.*

EXAMINATION

You should arrange an appointment with the instructor at a time when there's not likely to be any traffic in the display area.

For the examination, you'll need your chronograph and the cards you've developed for this module. You'll need your "personal" time-line and (after the first module) the preceding module's chronograph.

First, you'll be asked to lay out the whole chronograph; the instructor will examine your card-file while you're doing that.

To test for your having met objectives (1) and (2), the instructor will select a mathematician or topic of the era and ask for a brief description.

To test for the ramaining objectives, the instructor will select another mathematician or topic. You'll have a few minutes to prepare before giving a detailed account of him.

After the examination, your instructor will be interested in comparing your life-line with the era being studied.

AFTER THE EXAMINATION

When you complete the second module's work, you'll want to merge the card-sets you've developed with the first module's card-sets.

If you've completed a learning-contract and are contemplating more study, you have options:

--Continue with historical surveys of the next era OR

--Suspend historical explorations and study one of the mathematicians or topics you've met recently in depth

Either option is acceptable.

A FEW PERSONAL COMMENTS

In 1965, after having studied the history of philosophy concertedly for several months, I found myself studk for six weeks, waiting for the beginning of a job.

I decided to fill much of the time with constructing a chronograph roughly the same as the one described in this syllabus. The result was a bit scruffy, but essentially a usable working strip about 75 yards long.

Since the chronograph had been constructed in a one-room apartment, I'd never had the chance to unroll it full length for several months. I finally did it on an untrafficed country lane when the weather was good.

I spent the better part of a day, wandering up and down the darned thing, reconstructing everything I ever learned about the history of philosophy.

In retrospect, I decided that I wished that I'd learned philosophy's chronicles this way first. And so, when the opportunity arose, I took the opportunity to write out how I think the process of learning the history of philosophy should be done.

I've tried to include every short-cut and develop a few mechanical techniques to eliminate student effort that doesn't produce significant learning.

Perhaps not every student can learn the history of philosophy by this method--but there are plenty of "conventional teaching" programs that offer alternatives.

It must be emphasized that the doxographic knowledge of history that this program yields is not everything there is to be said about the subject. But I firmly believe that this kind of historical knowledge is essential to more sophisticated study; and that the would-be historian who attempts to skip over it would try to write books without being able to spell.

Having been successful in developing a history of philosophy, I proceeded to modify it for studying the history of mathematics. After all, the two disciplines had similar histories.

Most courses in the history of mathematics, I found, tended to dwell on the instructor's selection of particular topics for in-depth study and neglected the lives and personalities of mathematicians.

Furthur, the standard texts, such as the ones used in this syllabus, weren't as comprehensive as some of those found in the history of philosophy.

None the less, I believe that the student will find this method has some advantages--among them, the relative freedom of option in which directions to investigate.

PERIODS AND ASSIGNMENTS

| Unit of Module | Period | Era | From | To | Number of Centuries |
|---|---|---|---|---|---|
| 1 | Ancient | Presocratic | Prehistory | 400BC | 3 |
| 2 | | Socrates, Plato & Aristotle | 400 | 323 | .8 |
| 3 | | Helenistic | 323 | 200AD | 5.25 |
| 4 | | Roman | 200 | 525 | 3.25 |
| 5 | Medieval | Monastic | 525 | 1215 | 6.9 |
| 6 | | Scholastic | 1215 | 1350 | 1.4 |
| 7 | Renaissance | Early | 1350 | 1492 | 1.5 |
| 8 | | Late | 1492 | 1600 | 1.1 |
| 9 | Modern | Early | 1600 | 1700 | 1 |
| 10 | | Enlightenment | 1700 | 1800 | 1 |
| 11 | | Romantic | 1800 | 1900 | 1 |
| 12 | | Scientific | 1900 | 1920 | .25 |
| 13 | | Reconstruction | 1920 | 1940 | .25 |
| 14 | | Recent | 1940 | 1963 | .25 |
| 15 | | Contemporary | 1963 | Present | --- |

I'll bet that some history teacher gave you different dates for the periods and eras shown above. Nobody has their dates straight!

Wait until you get a look at the cue-texts and their assignments.

In preparing time-lines, start 50 years before "From" and run 50 years after "To". This will add another century (4 meters) to the time-span given above--then, leave a meter of blank brown paper on either side of the whole time-line.

Your basic cue-text will suggest which philosopher belongs in which module.

| Unit | Volume | Chapter | § § |
|---|---|---|---|
| 1 | I | 1 | 1-4 |
| 2 | | 2 | 1-4 |
| 3 | | | 5-8 |
| 4 | | 3 | 1-3 |
| 5 | | | 4-8 |
| 6 | | 4 | 1-3 |
| 7 | | 5 | 1-3 |
| 8 | II | 1 | 1-3 |
| 9 | | 2 | 1-5 |
| 10 | | 3 | 1-3 |

The next two cue-texts contain many names and much information; but they match neither the segmenting nor the content of Hofman. The pages given are approximate. Make sure you don't lose anybody. If you can't tell which module they belong in, use the earlier.

| Unit | Eves: Chapter | Boyer: Chapter |
|---|---|---|
| 1 | 1,2 | 1-3 |
| 2 | 3,4,5,8 | 4 |
| 3 | 6 | 5-11 |
| 4 | 7 | 12-13 |
| 5 | 8 | 14 |
| 6 | 8 | 15 |
| 7 | 8 | 16 |
| 8 | 9,10 | 17-18 |
| 9 | 10,11 | 19 |
| 10 | 11,12 | 20-23 |
| 11 | 13 | 24-25 |
| 12 | 14 | 26 |
| 13 | 15 | 27 |
| 14 | 15 | 27 |
| 15 | | 27 |

The next cue-texts provide information in depth in many eras--

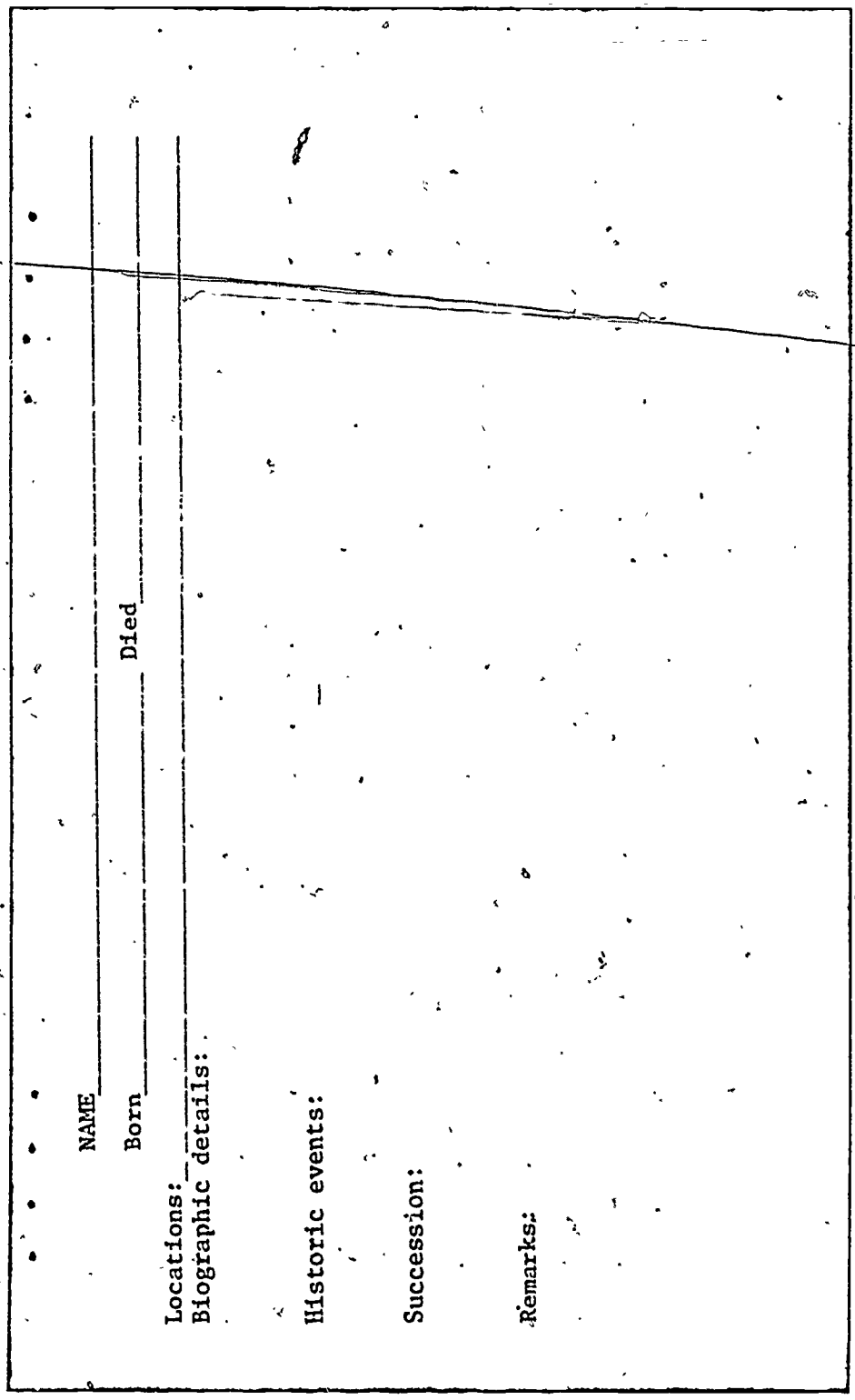
| Unit | Scott | Smith-Vol. I | |
|---|---|---|---|
| | Chapter | Chapter | §§ |
| 1 | I | I | 1-4 |
| | | II | 1-5 |
| | | III | 1-2 |
| 2 | II-III | III | 2-6 |
| 3 | III-IV | IV | 1-7 |
| 4 | V | IV | 8 |
| | | V | 1-4 |
| | | VII | 1-4 |

| Unit | Scott | Smith-Vol. I | |
|---|---|---|---|
| | Chapter | Chapter | §§ |
| 5 | IV | V | 5-7 |
| | | VI | 1-4 |
| 6 | VI | VI | 5 |
| | | VIII | 1-10 |
| 7 | VII-IX | VIII | 1-10 |
| | | IX | 1-8 |
| 8 | VII-X | IX | 1-8 |
| 9 | X-XI | IX | 1-8 |
| | | X | 1-10 |
| 10 | XI-XIII | X | 1-10 |
| 11 | XII-XV | X | 1-10 |
| 12 | XV | X | 1-10 |
| 13 | | X | 1-10 |

Textbook sources in the history of mathematics given in this syllabus become sparse in the 20th century. You shouldn't take this to mean that the history of mathematics is running out--but rather that the textbooks haven't been written.

When you reach recent and contemporary eras, expect to construct your cue-lists from library research.

Here are images of the preprinted file-leader cards listed on page 4 of the course outline. The reverse side appears on page 5.31.



Major works:

Summary:

Consequences:

Oleanna Math Program

# QUICKIE REVIEW REFERENCE CHART

In addition the "standard path" and "review path" tracks through the core of the Oleanna Math Program, a high-speed review is available. It's listed in the Smorgasbord, items 1/18-1/31: The Quickie Review. Since a well-trained student should not require the amount of time reviewing this content as a student learning the material the first time--quickie-reviewing should be negotiated as an independent-study sequence (at the rate of 33 hours per credit).

Here's a reference chart, adapted from the October 1975 advertising blurb of the Wadsworth Publishing Co. with their permission...

VOLUME ONE: The Real Number System
1. The Set of Whole Numbers
2. The Set of Integers
3. The Set of Rational Numbers
4. The Set of Real Numbers

VOLUME TWO: Algebraic Expressions
1. Polynomials
2. Radical Expressions; Fractions
3. Radical Notation for Square Roots

VOLUME THREE: Equations and Inequalities in One Variable
1. First Degree Equations and Inequalities
2. Second Degree Equations

VOLUME FOUR: Functions and Relations
1. First Degree Functions and Relations
2. Second Degree Functions and Relations; Variations

VOLUME FIVE: Exponential and Logarithmic Functions
1. Exponential Functions
2. Logarithmic Functions

VOLUME SIX: Complex Numbers: Polynomial Functions
1. Complex Numbers
2. Polynomial Functions

VOLUME SEVEN: Systems of Linear Equations and Inequalities
1. Solution of Systems Using Linear Combinations; Graphing
2. Matrices and Determinants

VOLUME EIGHT: Sequences, Series, Probability, and Statistics
1. Sequences and Series
2. Counting Principles and Probability
3. An Introduction to Statistics

VOLUME NINE: Trigonometry
1. Trigonometric Functions
2. Applications

VOLUME TEN: Analytic Properties Of Trigonometric Functions
1. Periodic Properties of Trigonometric Functions
2. Identities and Conditional Equations
3. Trigonometric Form of Complex Numbers; Polar Coordinates

VOLUME ELEVEN: Analytic Geometry in $R^2$
1. Linear Functions and Relations
2. Non-linear Functions and Relations
3. Special Topics

VOLUME TWELVE: Analytic Geometry in $R^3$
1. Three Dimensional Geometry
2. Vectors in Two Dimensions
3. Vectors in Three Dimensions

| | |
|---|---|
| ELEMENTARY ALGEBRA<br>*Volumes 1, 2, 3: 44 sections and 9 review units. Volume 4: 11 sections and 2 review units may be used if time is available.* | 1, 2, 3, 4 |
| INTERMEDIATE ALGEBRA (Track I)*<br>*Volumes 4, 5, 6: 35 sections and 6 review units. Volume 7:11 sections and 2 review units may be used if time is available.* | 4, 5, 6, 7 |
| INTERMEDIATE ALGEBRA (Track II)†<br>*Volumes 2, 3, 4, 5: 53 sections and 9 review units. Volume 6: 10 sections and 2 review units may be used if time is available.* | 2, 3, 4, 5, 6 |
| COLLEGE ALGEBRA (Track I)*<br>*Volumes 6, 7, 8: 33 sections and 7 review units.* | 6, 7, 8 |
| COLLEGE ALGEBRA (Track II)†<br>*Volumes 4, 5, 6, 7: 46 sections and 8 review units. Part of Volume 8: 12 sections and 3 review units may be used if time is available.* | 4, 5, 6, 7, 8 |
| MATHEMATICS FOR BUSINESS AND SOCIAL SCIENCES (Track I)*<br>*Volumes 4, 5, 7, 8: 48 sections and 9 review units.* | 4, 5, 7, 8 |
| MATHEMATICS FOR BUSINESS AND SOCIAL SCIENCES (Track II)†<br>*Volumes 2, 3, 4, 5, 7, 8: 76 sections and 14 review units.* | 2, 3, 4, 5, 7, 8 |
| TRIGONOMETRY<br>*Constitute a complete course in trigonometry.* | 9, 10 |
| COLLEGE ALGEBRA AND TRIGONOMETRY (Track I)*<br>*Volumes 6, 7, 8, 9, 10.* | 6, 7, 8, 9, 10 |
| COLLEGE ALGEBRA AND TRIGONOMETRY (Track II)†<br>*Volumes 4, 5, 6, 7, 9, 10. Part of Volume 8 may be used if time is available.* | 4, 5, 6, 7, 8, 9, 10 |
| ELEMENTARY FUNCTIONS (Track I)*<br>*Volumes 5, 9, 10, 11: 49 sections and 10 review units.* | 5, 9, 10, 11 |
| ELEMENTARY FUNCTIONS (Track II)†<br>*Volumes 4, 5, 9, 10, 11:60 sections and 12 review units.* | 4, 5, 9, 10, 11 |

ANALYTIC GEOMETRY 11, 12

*Volumes 11, 12: 25 sections and 6 review units.*

*Track I: Good background in prerequisite algebra courses.
†Track II: Poor background in prerequisite algebra courses.

Tiger
Learning Skills

TIGER LEARNING SKILLS

Previous ERIC documentation: ED 112 974 JC 750 525

Add to course outline: page 4...

A source for Ralph Nichols' recording, "Listening is Good Business":

Edward M. Miller Associates, Inc.
1221 McKay
Grand Rapids, Mich.

Pages 6.2ff provide additions to the Tiger Learning Skills Project File.

Tiger Learning Skills Project file

→ 2/320.3 → Political Science

*Performance objective(s):* prepare various kinds of research assignments in political science

*Prerequisite:* several courses in political science *Time:* 10 hours

*Student materials:* Carl Kalvelage, Morley Segal & Peter Anderson: Research Guide in Political Science. General Learning Press, 250 James St. Morristown, NJ 07960.

Student should outline the text. The following should be in detail: Part I; the remaining portion should include all entries from the table of contents with such information as the student feels useful.

Tiger Learning Skills Project file

→ 2/330.3 → Economics

*Performance objective(s):* prepare various kinds of research assignments in economics.

*Prerequisite:* several courses in economics *Time:* 20 hours

*Student materials:* Charles Helppie, James Gibbons & Donald Pearson: Research Guide in Economics. General Learning Press, 250 James St. Morristown, NJ 07960

Student should outline in the text: detail--I-IV, VI-VII. Part V should be listed directly from the table of contents-



For 5" X 8" format, cut along dotted lines. For current update consult: Greenbook Abstract

Tiger
Learning Skills
Project file

÷ 2/580.1 ÷ Plant Cycles

*Performance objective(s):* compare plants to animals; master basic concepts of plant biology

*Prerequisite:* *Time:* 9 hours

*Student materials:* Mertens, Thomas R. & Stevenson, Forrest F.: Plant Life Cycles. John Wiley & Sons, Inc. 605 Third Ave. New York, NY 10016 $4

Tiger
Learning Skills
Project file

÷ 2/610.1 ÷ Medical Vocabulary

*Performance objective(s):* give definitions and recognize meanings of common technical words

*Prerequisite:* *Time:* 15 hours

*Student materials:* Smith, Gevevieve L. & Davis, Phyllis E.: Quick Medical Terminology. John Wiley & Sons, Inc. 605 Third Ave. New York, NY 10016 $4



*For 5" X 8" format, cut along dotted lines. For current update consult:* Greenbook Abstract

Tiger Learning Skills Project file

→ 2/150.1 → Psychology

*Performance objective(s):* prepare various kinds of research assignments in psychology

*Prerequisite:* several courses in psychology *Time:* 15 hr.

*Student materials:* Jonathan E. Alsip & Donald D. Chezik: Research Guide in Psychology. General Learning Press, 250 James St. Morristown, NJ 07960

Student should outline the text in detail: I, pp. 1-40; III. Other portions should be listed as in the table of contents with amplifications.

Tiger Learning Skills Project file

→ 2/309.1 → Women's Studies

*Performance objective(s):* prepare various kinds of research assignments in women's studies.

*Prerequisite:* general academic sophistication *Time:* 15 hours

*Student materials:* Naomi Lynn, Ann Matasar, Marie Rosenberg: Research Guide in Women's Studies. General Learning Press, 250 James St. Morristown, NJ 07960

Student should outline the following portions in detail: I-III, p. 20; V, pp. 64-70; VII; VIII. Other portions' outline should be listed as in the table of contents, with amplifications.



For 5" X 8" format, cut along dotted lines. For current update consult: Greenbook Abstrac

Tiger
Learning Skills
Project file

→ 1/0.1 → Roots & Prefixes

*Performance objective(s):* interpret English words of Greek and Latin origin, using roots, prefixes, and suffixes

*Prerequisite:* *Time:* 16 hours

*Student materials:* Romine, Jack S. : Vocabulary for Adults. John Wiley & Sons, Inc. 605 Third Ave., New York, NY 10016 $4.

Tiger
Learning Skills
Project file

→ 2/570.3 → Biomolecules

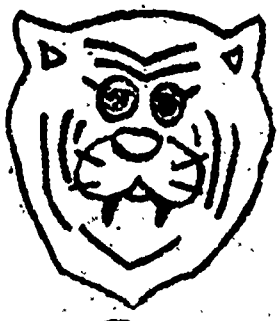
*Performance objective(s):* master key biological concepts and see relationship of biological science to problems of health

*Prerequisite:* *Time:* 10 hours

*Student materials:* Parker, Gary E. & Mertens, Thomas R.: Life's Basis: Biomolecules. John Wiley & Sons, Inc. 605 Third Ave. New York, NY 10016. $3.



*For 5" X 8" format, cut along dotted lines. For current update consult:* Greenbook Abstract



Tiger Learning Skills Project file

→ 2/5301 → Electrical Theory

*Performance objective(s):* recall basic theory of electricity .

*Prerequisite:* Basic Algebra *Time:* 13 hours

*Student materials:* Ryan, Charles W. Basic Electricity. John Wiley & Sons, Inc. 605 Third Ave. New York, NY 10016 $6.

Student should submit all chapter self-tests, scored.

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Tiger Learning Skills Project file

→ 2/5401 →Anatomy

*Performance objective(s):* recall basic systems of the human body and describe how they interact

*Prerequisite:* *Time:* 15 hours

*Student materials:* Ashley, Ruth: Human Anatomy. John Wiley & Sons, Inc. 605 Third Ave. New York, NY 10016 $6.

Student should submit all chapter self-tests and final examination.



5" X 8" format, cut along dotted lines. For current update consult: Greenbook Abstract

Tiger Learning Skills Project file

→ 2/580.2 → Plant Anatomy

*Performance objective(s):* master basic concepts and vocabulary of plant structures

*Prerequisite:* *Time:* 10 hours

*Student materials:* Stevenson & Mertens: Plant Anatomy. John Wiley & Sons, Inc. 605 Third Ave. New York, NY 10016 $5.

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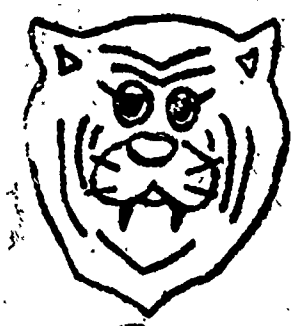


Tiger Learning Skills Project file

→ →

*Performance objective(s):*

*Prerequisite:* *Time:*

*Student materials:*

*Tiger*
Teaching Skills

# TIGER TEACHING SKILLS

This new section of the *Greenbook Abstract & Catalog* documents a previously undocumented Open Classroom effort, providing an unstructured, ad hoc source of self-instruction in educational skills. Typical users:

College colleagues who wish to extend their professional repertoire
Local public-school teachers whose ability to commute to extention courses is impeded
Teacher-aide trainees
Teaching interns

Tiger
Teaching Skills

→ 0/1 Introduction

This packet is a listing of current materials in a minor program of Skagit Valley College's Open Classroom. The program, addressed to both public-school and college teachers, offers professional training while working.

Only some of the materials listed herein can be adopted to the Greenbook System.

These materials are selected for small-group and independent study; many are programmed or accompanied by excellect student guides.

The sequence numbers used in this file, beginning with 0/1, are assigned as follows:

FIRST DIGIT

0: Introduction
1: Principles
2: Learning-theory
3: Planning, goals, objectives, and rationales
4: Testing
5: Selecting materials
6: Constructing and writing materials
7: Teaching teachniques
8: Evaluation
9: Miscellaneous

Tiger
Teaching Skills

→ 0/2

The second digit is an item number; the third, if used, is a sheet number in case several sheets are used for a single item.

Additional materials may be located in the following Open Classroom files:

Oleanna Math Program Smorgasbord
Tiger Learning Skills Project File
The Phile (Problem Solving)

Prices listed in this packet are effective as of the time the entries are provided and will not normally be updated.

I'd appreciate suggestions from users, especially: (i) qualitative critique, (ii) suggestions on use, (iii) errata, (iv) new materials.

Walter A. Coole
Open Classroom
Skagit Valley College
Mt. Vernon, WA 98273



For 5" X 8" format, cut along dotted lines. For updates: Greenbook Abstract & Catalog.


0/3

Publishers

Allyn & Bacon.
470 Atlantic Ave.
Boston, MA 02210

American Association for Higher Education
One Dupont Circle
Washington, DC 20036

American Association of University Professors
One Dupont Circle
Washington, DC 20036

Educational Technology Publications, Inc.
140 Sylvan Ave.
Englewood Cliffs, NJ 07632

Educational Testing Service
Princetown, NJ

Fearon Publishers
6 Davis Drive
Belmont, CA 94002

Harcourt, Brace, & Jovanovich, Inc.
757 Third Ave.
New York, NY 10017

Intext Educational Publishers
257 Park Ave., South
New York, NY 10010

Little, Brown & Co.
34 Beacon St.
Boston, MA 02517


0/4

McGraw-Hill, Inc.
Princeton Rd.
Hightstown, NJ 08520

Prentice-Hall, Inc.
Englewood Cliffs, NJ07632

Research Press Co.
P. O. Box 3327
Country Fair Station
Champaign, IL 61820

Scott, Foresman & Co.
1900 East Lake Ave.
Glenview, IL 60025.

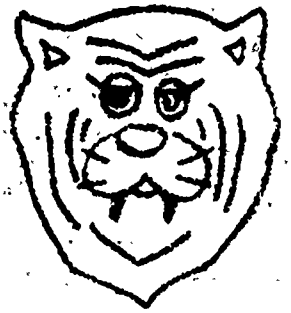
Teachers College Press
Columbia University
1234 Amsterdam Ave.
New York, NY 10027

University of Arizona Press
P. O. Box 3398
Tucson, AZ 85722

University of Nebraska Press
901 North 17th St.
Lincoln, NE 68508

Wadsworth Publishing Co.
Belmont, CA 94002

William C. Brown Co.
135 South Locust St.
Dubuque, IA 52001



*Tiger*

Teaching Skills

0/5

Westinghouse Learning Press
2680 Hanover St.
Palo Alto, CA 94304

John Wiley & Sons, Inc.
605 Third Ave.
New York, NY 10016

*Tiger*

Teaching Skills



For 5" X 8" format, cut along dotted lines. For updates: *Greenbook Abstract & Catalog.*

Tiger
Teaching Skills

→ 1/7 *TITLE:* Teacher Competency Development System

*Author:* W. James Popham & Eva L. Baker *Price:* $200

*Publisher:* Prentice-Hall

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*This 27 module system provides highly flexible instructional materials and evaluation instruments for a wide variety of users. A test module, in addition to the 26 topic modules, provides personalized competency assessment. The test module contains* The Diagnostic Pretest *for self-evaluation in the basic competencies developed in the self-instructional booklet module. A* Personal Profile Sheet *permits individuals to identify those areas for development, and later, to record improvement. A* Comprehensive Mastery Test *covers all areas in the system and thus provides an objective measure of personal goals developed and skills acquired by using the booklet modules.*

*Teachers may proceed through the booklet modules at their own rate, stopping at any point to re-read, or proceeding as quickly as they like. At the close of each booklet is a short mastery test (plus a correct answer key) serving as a self-test for the teacher on the skill or knowledge acquired by studying the booklet. By using this competency check, the teacher can personally determine whether the concepts have been understood....*From the publisher's advertising.

This collection is an excellent course of basic work.

Tiger
Teaching Skills

→ 2/1 *TITLE:* Educational Psychology and Its Classroom Applications

*Time:* 165 hr. *Author:* M. Daniel Smith *Price:* $ 10

*Publisher:* Allyn & Bacon

*Student manual:* Student Guide *Price:* $

*Teacher's material:* (i) Information & Suggestions for the Instructor (ii) Test Manual

2/1 and 2/2 are an excellent sequence for thorough mastery of learning-theory.



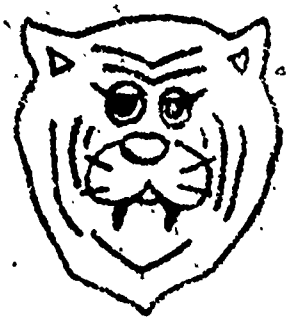
For 5" X 8" format, cut along dotted lines. For updates: *Greenbook Abstract & Catalog.*

Tiger
Teaching Skills

→ 1/1
*Time:*

*TITLE:* Teachers for Tomorrow
*Author:* .O'Banion, Terry
*Publisher:* University of Arizona Press
*Student manual:*
*Teacher's material:*

*Price:* $ 2.75
*Price:* $



Tiger
Teaching Skills

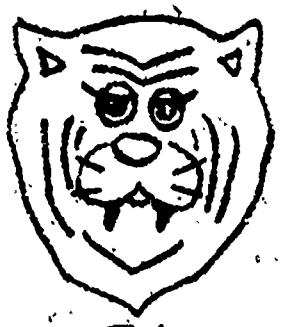
→ 1/2
*Time:*

*TITLE:* Emerging Educational Issues
*Author:* Menacker, Julius & Pollack, Erwin
*Publisher:* Little, Brown & Co.
*Student manual:*
*Teacher's material:*

*Price:* $ 6
*Price:* $



For 5" X 8" format, cut along dotted lines. For updates: *Greenbook Abstract & Catalog.*



Tiger
Teaching Skills

→ 1/3 *TITLE:* Career Development of the Effective College Teacher

*Time:* *Author:* Eble, Kenneth *Price:* $1.00

*Publisher:* AAUP

*Student manual:* *Price:* $

*Teacher's material:*

Tiger
Teaching Skills

→ 1/4 *TITLE:* Effective College Teaching

*Time:* *Author:* William H. Norris *Price:* $3.50

*Publisher:* American Assn for Higher Education

*Student manual:* *Price:* $

*Teacher's material:*



ERIC

Tiger
Teaching Skills

→ 1/5 *TITLE:* A Behavioral Approach to Teaching

*Time:* *Author:* Baird, Belt, Holder & Webb *Price:* $7

*Publisher:* Wm. C. Brown Co.

*Student manual:* *Price:* $

*Teacher's material:*

Tiger
Teaching Skills

→ 1/6 *TITLE:* Signs of Good Teaching

*Time:* *Author:* William S. Vincent *Price:* $

*Publisher:* Ipstitute of Administrative Research

*Student manual:* 33 Roles for Teachers & Pupils in the Classroom *Price:* $

*Teacher's material:*



For 5" X 8" format, cut along dotted lines. For updates: *Greenbook Abstract & Catalog.*

Tiger
Teaching Skills

→ 2/2 *TITLE:* The Psychology of Learning & Instruction

*Time:* 165 hr. *Author:* John P. DeCecco *Price:* $11

*Publisher:* Prentice-Hall

*Student manual:* Student Guide *Price:* $3

*Teacher's material:* Teacher's Manual

Tiger
Teaching Skills

→ 2/3 *TITLE:* Human Development & Learning

*Time:* 165 *Author:* Hugh V. Perkins *Price:* $13

*Publisher:* Wadsworth

*Student manual:* *Price:* $

*Teacher's material:*



ERIC

Tiger
Teaching Skills

→ 2/4 *TITLE:* Identity & Teacher Learning

*Time:* 15 hr. *Author:* Robert C. Burkhart & Hugh M. Neil *Price:* $ 5

*Publisher:* International Textbook Co.

*Student manual:* *Price:* $

*Teacher's material:*

Tiger
Teaching Skills

→ 2/5 *TITLE:* Learning

*Time:* 15 hr. *Author:* J. Charles Jones *Price:* $ 4.50

*Publisher:* Harcourt, Brace Jovanovich

*Student manual:* *Price:* $

*Teacher's material:*

Good review of content of 2/1 and 2/3.



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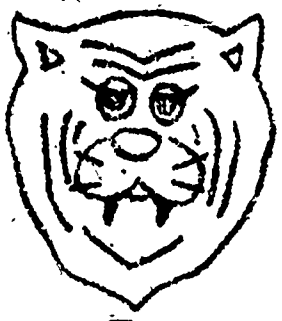


Tiger
Teaching Skills

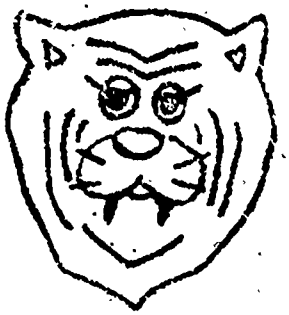
→ 2/6 *TITLE:* Spontaneous & Deliberate Ways of Learning

*Time:* 65 hr. *Author:* Robt. C. Burkhart *Price:* $

*Publisher:* International Textbook Co.

*Student manual:* *Price:* $

*Teacher's material:*



Tiger
Teaching Skills

→ 2/7 *TITLE:* Learning Performance & Individual Differences

*Time:* 65 hr. *Author:* Len Sperry *Price:* $ 5

*Publisher:* Scott, Foresman & Co.

*Student manual:* *Price:* $

*Teacher's material:*



3" X 8" format, cut along dotted lines. For updates: *Greenbook Abstract & Catalog.*

Tiger
Teaching Skills

→ 3/1 *TITLE:* Preparing Instructional Objectives

*Time:* 5 hr. *Author:* Mager, Robert *Price:* $2

*Publisher:* Fearon

*Student manual:* *Price:* $

*Teacher's material:*

Tiger
Teaching Skills

→ 3/2 *TITLE:* Developing Vocational Instruction

*Time:* 5 hr. *Author:* Mager, Robt. & Beach, Kenneth M. *Price:* $ 2.50

*Publisher:* Fearon

*Student manual:* *Price:* $

*Teacher's material:*



ERIC

5" X 8" format, cut along dotted lines. For updates: *Greenbook Abstract & Catalog.*

Tiger
Teaching Skills

→ 3/3 *TITLE:* Goal Analysis

*Time:* 5 hr. *Author:* Mager, Robert *Price:* $ 2

*Publisher:* Fearon

*Student manual:* *Price:* $

*Teacher's material:*

Tiger
Teaching Skills

→ 3/4 *TITLE:* Analyzing Performance Problems

*Time:* 5 hr. *Author:* Mager, Robt & Pipe, Peter *Price:* $ 3

*Publisher:* Fearon

*Student manual:* *Price:* $

*Teacher's material:*



or 5" X 8" format, cut along dotted lines. For updates: Greenbook Abstract & Catalog.

Tiger
Teaching Skills

3/5 *TITLE:* How To Write & Use Performance Objectives To Individualize Instruction

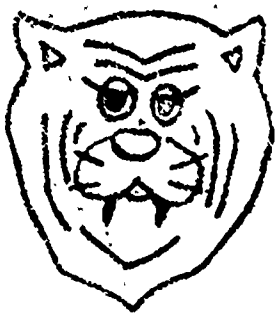
*Time:* 8 hr *Author:* Boston, Robt. E. *Price:* $12

*Publisher:* Educational Technology Publications

*Student manual:* *Price:* $

*Teacher's material:*

Four Volumes



Tiger
Teaching Skills

3/6 *TITLE:* New Approaches to Behavioral Objectives

*Time:* 3 hr. *Author:* Burns, Richard W. *Price:* $ 3

*Publisher:* Wm. C. Brown Co.

*Student manual:* *Price:* $

*Teacher's material:*

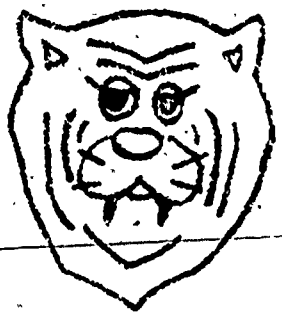


ERIC

3" X 8" format, cut along dotted lines. For updates: *Greenbook Abstract & Catalog.*

*Tiger*
Teaching Skills

→ 3/7 *TITLE:* Objectives for Instructional Evaluation
*Time:* 6 hr. *Author:* *Price:* $5
*Publisher:* Allyn & Bacon
*Student manual:* *Price:* $
*Teacher's material:*

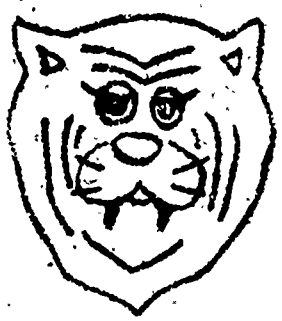


*Tiger*
Teaching Skills

→ 4/1 *TITLE:* Interpreting Text Scores
*Time:* 10 hr. *Author:* David Monroe Miller *Price:* $ 3
*Publisher:* Wiley
*Student manual:* *Price:* $
*Teacher's material:*



ERIC



*Tiger*
Teaching Skills

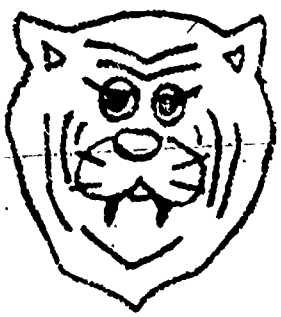
→ 4/2 *TITLE:* Multiple-Choice Questions: A Close Look

*Time:* 2 hr. *Author:* *Price:* $

*Publisher:* Educational Testing Service

*Student manual:* *Price:* $

*Teacher's material:*



*Tiger*
Teaching Skills

→ 6/1 *TITLE:* Developing Individualized Instructional Material

*Time:* 21 hr *Author:* Stuart R. & Rita Johnson *Price:* $

*Publisher:* Westinghouse Learning Press

*Student manual:* *Price:* $

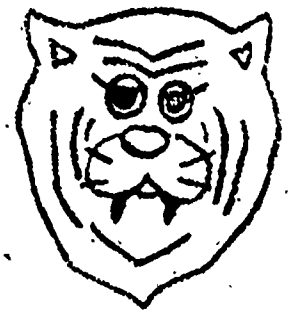
*Teacher's material:* Institutional Support Manual



" X 8" format, cut along dotted lines. For updates: *Greenbook Abstract & Catalog.*

Tiger
Teaching Skills

→ 6/2 *TITLE:* An Audio Visual Primer
*Time:* 2 hr *Author:* Michael Goudket *Price: $*
*Publisher:* Teachers College Press
*Student manual:* *Price: $*
*Teacher's material:*

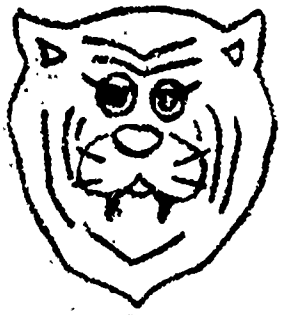


Tiger
Teaching Skills

→ 6/3 *TITLE:* AV Instructional Materials Manual
*Time:* 50 hr. *Author:* Brown, James & Lewis, Richard *Price: $*
*Publisher:* McGraw-Hill
*Student manual:* *Price: $*
*Teacher's material:*



" X 8" format, cut along dotted lines. For updates: *Greenbook Abstract & Catalog.*



Tiger
Teaching Skills

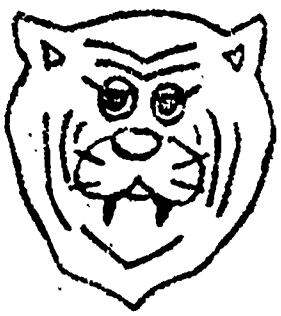
→ 9/1 *TITLE:* Philosophy in the Classroom: A Report

*Time:* *Author:* John Henry Melzer *Price:* $

*Publisher:* University of Nebraska Press

*Student manual:* *Price:* $

*Teacher's material:*



Tiger
Teaching Skills

→ 9/2 *TITLE:* How To Use Contingency Contracting in the Classroom

*Time:* *Author:* Lloyd Homme *Price:* $

*Publisher:* Research Press Co.

*Student manual:* *Price:* $

*Teacher's material:*



3" X 8" format, cut along dotted lines. For updates: Greenbook Abstract & Catalog.

OPEN
CLASSROOM
STUDIES
IN
MANAGEMENT

# STUDIES IN MANAGEMENT

This new section of the *Greenbook Abstract & Catalog* documents a previously undocumented Open Classroom effort, providing an unstructured, ad hoc source of self-instruction in management skills.

OPEN CLASSROOM STUDIES IN MANAGEMENT

→ 0/1 INTRODUCTION

This packet is a listing of current materials used in a minor program of Skagit Valley College's Open Classroom: independent studies in management. The program, addressed to mature students who are already employed in management--private, public, and educational.

The materials listed are textbooks designed or adapted for independent or student-directed group study. Much of it is usable as part of *Greenbook System* training of educational administrators; however, other items in this listing are appropriate only for commercial and industrial management.

The sequence numbers used to give order to this file are assigned thus:

0: Introduction
1: General principles
2: Planning
3: Budgeting & resource-allocation
4: Supervision
5: Review, evaluation
6: Miscellaneous

The second digit provides an item-sequence; the third digit, if used, indicates that several sheets are used for an item and indicates the sheet number.

OPEN CLASSROOM STUDIES IN MANAGEMENT

→ 0/2

Additional materials are listed in:

*Oleanna Math Program Smorgasbord*
*Tiger Learning Skills Project File*
*The Phile (problem-solving)*

Prices listed in this packet are effective as of the time the packet (and subsequent updates) is published and will not be routinely updated. Caveat emptor.

I'd appreciate suggestions from users, especially with regard to: qualitative criticism, methods of use, errata, new materials.

Walter A. Coole
The Open Classroom
Skagit Valley College
Mt. Vernon, WA 98273



For 5" X 8" format, cut along dotted lines. For updates: *Greenbook Abstract & Catalog.*

0/3

OPEN CLASSROOM STUDIES IN MANAGEMENT

The publishers listed may be addressed as follows:

BROWN - William C. Brown, Publishers
135 South Locust Street
Dubuque, IA 52001

FEARON - Fearon Publishers, Inc.
6 Davis Drive
Belmont, CA 94002

INT - International Textbook Publishers
257 Park Avenue, S.
New York, NY 10010

MCGRAW-HILL - McGraw-Hill Book Co.
Princeton Road
Hightstown, NJ 08520

P-H - Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

S-W - Southwestern Pub. Co.
5101 Madison Road
Cincinnati, OH 45227

0/4

OPEN CLASSROOM STUDIES IN MANAGEMENT

WILEY - John Wiley & Sons, Inc.
605 Third Avenue
New York, NY 10016



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*Student manual:* *Price:* $

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*Time:* 185 *Author:* Sisk, Henry L. *Price:* $11

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*Time:* 80 hr. *Author:* Reber, Ralph W. & Terry, Gloria E. *Price:* $6.50

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*Time:* 100 hr. *Author:* Webb, Holmes & Doris J. *Price:* $3

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*Time:* 60 hr. *Author:* Ranniger, Bill J., et al. *Price:* $3.50

*Publisher:* INT

*Student manual:* *Price:* $

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*Time:* 120 hr. *Author:* Kraft, Lenord E. *Price:* $7

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*Time:* 36 hrs. *Author:* Ryan, Charles W. *Price:* $5

*Publisher:* WILEY

*Student manual:* *Price:* $

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*Time:* 15 hr. *Author:* Gilbert, Marilyn B. *Price:* $4

*Publisher:* WILEY

*Student manual:* *Price:* $

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*Time:* 198 hours *Author:* James L. Sisk & James Kalbeen *Price: $*

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*Student manual:* Student Involvement Guide *Price: $*

*Teacher's material:*

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*Time:* 10 hr. *Author:* R. Alec MacKenzie *Price: $* 3

*Publisher:* McGraw-Hill

*Student manual:* *Price: $*

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*Time:* 100 hr *Author:* Paul Mali *Price:* $ 10

*Publisher:* John Wiley & Sons, Inc.

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*Teacher's material:* ____

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