College of Science and Health

SABBATICAL LEAVE APPLICATION
University of Wisconsin-La Crosse

Name: Steven Simpson
Rank: Professor
College: Science and Health
Social Security:
Telephone: (608) 785-8216
Department: Recreation Management and Therapeutic Recreation

Title of Project: Genuine Learning, Genuine Freedom: An Experiential Educator’s Exploration into the Philosophy of John Dewey

Dates of Project: 2010-2011 Academic Year
Dates of Last Leave: 2008-2009
Date of Last Sabbatical: 1999-2000

Requesting: (check one)

X Two (2) semesters

One (1) semester

Fall Spring

Applicant’s Signature

Chairperson’s Signature
Genuine Learning, Genuine Freedom

Abstract
The purpose of the proposed sabbatical is to write a book with the working title *Genuine Learning, Genuine Freedom: An Experiential Educator’s Exploration into the Philosophy of John Dewey*. The book is based on an assumption that many non-classroom educators (adventure trip leaders, recreation professionals, environmental educators, ropes and challenge course facilitators, etc…) consider John Dewey the philosophical father of experiential education, but understand little of his writings beyond his small and accessible book, *Experience and Education*. *Experience and Education* does an excellent job of comparing traditional and experiential education, but ignores some of Dewey’s greatest insights on education, most notably the role of education in maintaining a democratic society and the importance of the scientific method as the foundation for ‘learning by doing.’ This book will 1) present a practitioner-oriented summary of Dewey’s ideas on education and 2) link Dewey’s educational philosophy to practical issues in the field of experiential education.

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Genuine Learning, Genuine Freedom

Whenever there is genuine learning…, even young pupils react in unexpected ways. There is something fresh, something not capable of being fully anticipated by even the most experienced teacher.

John Dewey, Democracy and Education

Genuine freedom… rests in the trained power of thought, in ability to ‘turn things over,’ to look at matters deliberately to judge whether the amount and kind of evidence requisite for decision is at hand, and if not, to tell where and how to seek such evidence.

John Dewey, How We Think

Introduction

John Dewey is the father of experiential education philosophy, yet most experiential educators have only a basic understanding of his writings and concepts. This proposal is for a full academic year sabbatical to write a book titled Genuine Learning, Genuine Freedom: An Experiential Educator’s Exploration into the Philosophy of John Dewey. Its purpose is to present a comprehensive explanation of Dewey’s philosophy of education and apply his educational principles to non-traditional education. As much as possible, these principles will be explained with contemporary, real-life examples, making the book accessible and of interest to a wide range of non-classroom educators. Special attention will be given to Dewey’s Democracy and Education, The Child and the Curriculum, and How We Think, as well as secondary sources both supportive and critical of Dewey’s educational concepts (e.g., The Metaphysical Club, A Gleam of Light, and Getting It Wrong from the Beginning). The audience for the book will be twofold: 1) experiential educators (e.g., recreation professionals, interpretative naturalists, ropes course facilitators, wilderness trip leaders, therapeutic recreation specialists) who have read Experience and Education (a book familiar to many experiential educators) and want to take Dewey to a higher level of understanding and 2) experiential educators who are curious about Dewey, but find even Experience and Education difficult to read (e.g., approximately 50% of the undergraduate students in my recreation leadership courses).

As of fall 2009, the first two of an anticipated seven chapter book have been written. Wood N Barnes, publishers of my two previous books (The Leader Who is Hardly Known and The Processing Pinnacle) has committed to the project and has asked for a manuscript by summer 2011.

Project Description

Early in 2009, Smith and Knapp co-edited a book titled Beyond Dewey and Hahn. Its purpose was to encourage experiential educators not to limit their philosophical foundations to the ideas of John Dewey and Kurt Hahn (I contributed to the book with a chapter about Aldo
Leopold). The irony of the book, even though it makes a worthy contribution to the experiential education literature, is that it asks educators to go beyond Dewey or Hahn before they have a solid understanding of either man’s philosophy. In the case of Dewey, more has been written by Dewey and about Dewey than any single person could read in a lifetime, but there still is no single text written specifically for non-traditional educators (e.g., recreation professionals, interpretative naturalists). Even Dewey himself wrote primarily for the classroom educator, whereas *Genuine Learning, Genuine Freedom* will apply Deweyian tenets of education to the wide range of fields that educate outside the classroom. The goal is an accessible, yet detailed, description of John Dewey’s most important ideas on effective leadership and teaching. More specifically, the book will provide:

- a clear summary and interpretation of Dewey’s *Experience and Education*
- a summary of other scholars’ views on Dewey’s concepts
- an in-depth look on Dewey’s educational ideas concerning the scientific method, how students think, democratic education, play, and vocational training
- an analysis as the relationship between Dewey’s educational philosophy and contemporary experiential education

*Genuine Learning, Genuine Freedom* will be divided into four sections. Section One is a basic overview of the Deweyian tenets already familiar to many experiential educators. Specifically it will summarize the key points in *Experience and Education*. Section Two will make the claim that experiential educators would benefit from understanding Dewey at a deeper level than *Experience and Education*. This section also will explain how some experiential educators have taken student freedom well beyond anything advocated by Dewey, with the result being 1) a loss of predetermined outcomes, program structure, and specific curriculum and 2) an unnecessary division between traditional classroom teachers and those who consider themselves educators outside the traditional classroom. Section Three will address three themes important to Dewey, but not addressed in *Experience and Education*. These three themes are 1) the importance of the scientific method in learning experientially, 2) the role of education in maintaining a truly democratic society, and 3) Dewey’s appreciation of recreation, play, as well as practical vocational education. Finally Section Four will be an annotated bibliography of selected primary and secondary sources on Dewey’s philosophy of education.

The tentative table of contents for *Genuine Learning, Genuine Freedom* is as follows:

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<th>Table of Contents</th>
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<tr>
<td><strong>Overview</strong></td>
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<td>The Bucket and the Canal</td>
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<td><strong>Section One: Just the Facts</strong></td>
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<tr>
<td>Chapter 1. <em>Dewey 101</em> (basic summary of Dewey’s ideas on education)</td>
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<td><strong>Section Two: Dewey in the Middle</strong></td>
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<tr>
<td>Chapter 2. <em>Ready for Dewey</em> (a call for experiential educators to look more deeply at Dewey)</td>
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Many experiential educators’ introduction to John Dewey’s writings is through *Experience and Education*. Less than a hundred pages long and his most concise statement about the differences between traditional and progressive education, it is a good place to get a general sense of Dewey’s views on quality education. However, *Experience and Education* is not a complete summary of his educational philosophy. It is a sampling more than an overview – and no one reading *Experience and Education* should assume it conveys all, or even the best, of Dewey’s insights on education. Still it does capture two things that embody Dewey’s writings on the subject. First of all, the philosophy is practical. It is not intellectual discussion for the sake of discussion, but an attempt to bring philosophy and pedagogy together as a way to improve education. Secondly it is not an ideological pep talk for experiential education. Although Dewey’s reputation as an educational progressive is deserved, the book comes across as a fairly moderate approach to education and education reform. Dewey advocated gradual and selective improvements in education, not an overthrow of the current educational system. As much as anything, *Experience and Education* is a warning to experiential educators that addressing the weaknesses of traditional education does not make experiential education a free-for-all.

The following is a list of key points gleaned from *Experience and Education*. While I hope that the list stands on its own, its primary purpose is to give a starting point or a foundation from which a deeper understanding of Dewey may someday evolve. For those not familiar with Dewey, it may whet their appetite. For others, it is a quick refresher course of some basic components of Dewey’s philosophy of education. Most
experiential educators will find much of this information common sense and common knowledge. That should not be surprising. It is, after all, a slice of the philosophical foundation of the profession.

**Point No. 1. It is not enough for experiential education to point out the weaknesses in traditional education; it must offer a viable alternative. A new educational system cannot be based on criticism of the old way of doing things; it must be based upon its own strengths and its own explicit philosophy.**

While the eleven points that follow are not in a particular order, this is a good one to mention first. John Dewey was adamant that the tenets of progressive education, including experiential education, cannot be built around a distaste of the textbooks, lectures, examinations, and the excessive structure of some traditional education. Basing a new educational philosophy on a rejection of the current predominant perspective does two things that are detrimental to quality education. First of all, it throws the baby out with the bathwater. Traditional education has strengths, and rejecting it wholesale loses many important things, not the least of them the wisdom of the ages. Secondly, an educational perspective based upon a rejection of another perspective tells the educator what not to do, but not what to do. Krishnamurti described it as the difference between mere revolt and intelligent revolt. Mere revolt is a renunciation of the status quo without a clear knowledge of something better. Intelligent revolt is an attempt to replace the status quo with an identified, preferred alternative.

Dewey noted that a traditional approach to education can function without an explicit philosophy, but anything questioning traditional education cannot. “Because progressive schools cannot rely upon established traditions and institutional habits, they must either proceed more or less haphazardly or be directed by ideas which, when they are made articulate and coherent, form a philosophy of education… Education reformers and innovators alone have felt the need for a philosophy of education. Those who adhered to the established system needed merely a few fine sounding words (e.g., culture, discipline, our great cultural heritage) to justify existing practices.”

**Point No. 2. Experiential education should be enjoyable and open doors to new experiences.**

Learning should never stop. All of us should forever remain students. My favorite quote in all of *Experience and Education* is, “The quality of any experience has two aspects. There is an immediate aspect of agreeableness or disagreeableness and there is its influence upon later experiences.” For Dewey, these two sentences are uncharacteristically succinct, yet they capture very well a significant element of good experiential education. To promote lifelong learning, experiential education should 1) have enough fun in it that participants want to keep doing it and 2) show the participants options for continuing to learn in new and different ways.

‘Agreeableness’ is a lousy word (I’m not even sure it is a word), but it was Dewey’s way of saying that education should have an element of fun. Activities that are all fun
Dewey described as ‘aimless,’ but activities with identifiable goals, specific subject matter, and a sprinkling of fun were good education. Not every aspect of every learning experience will be fun, but there should be enough ‘agreeableness’ in educational programming overall that students will look forward to learning.

“The most important attitude that can be formed,” wrote Dewey, “is that of desire to go on learning…. What avail is it to win prescribed amounts of information about geography and history, to win ability to read and write, if in the process the individual loses his soul: loses his appreciation of things worth while, of the values to which these things are relative; if he loses desire to apply what he has learned and, above all, loses the ability to extract meaning from his future experiences as they occur?”

In addition to ‘agreeableness,’ a second feature of education that advances lifelong learning is the extent that the current experience opens doors to future experiences, often experiences of increased complexity. A reoccurring theme in Dewey’s philosophy of education (one that will be addressed later in this book) is continuity. Dewey advocated educator guidance over total student freedom because students left to their own devices have experiences that are impulsive and non-sequential. Interests bounce from one disconnected topic to another. Spontaneity is appealing in its enthusiasm, but it seldom contributes to a coordinated learning effort. Dewey wanted educators to maintain control of the educative experience, because educators often are in a better position than students to see where an experience can potentially lead. Educators have a responsibility to guide students toward new educative experiences.

**Contribution to UW System Sabbatical Goals**

This sabbatical proposal adheres to the System goal of interdisciplinary activity. *Genuine Learning, Genuine Freedom* brings together the three related disciplines that have made up my career. The first is experiential education, largely non-classroom education such as environmental education and recreation. The second is philosophy. Dewey’s writings, even those about education, were written as a trained philosopher, and a major goal of the proposed book is to make Dewey’s educational philosophy widely accessible. The third discipline is environmental studies. Most of the practical examples in the book will come from my experience as a naturalist and nature interpreter. Also a significant portion of Section Two will be a comparison of Dewey with the writings of Emerson and Thoreau, and the Transcendental link to nature will be highlighted.

**Contributions to CSAH Sabbatical Goals**

This proposed sabbatical addresses three stated goals of the College of Science and Health. They are enhancement of teaching and curriculum, publications, and originality.

*Enhancement of teaching and curriculum* The initial impetus for this book comes from teaching recreation leadership (Rec 200) for the past fifteen years. For the last several years, I’ve included the educational philosophy of John Dewey as the philosophical foundation for the course. Unfortunately the Dewey readings, chapters from both *Experience and Education* and *Democracy and Education*, have been difficult for students to read. I realized that there needs to
be a practitioner-oriented book that links Dewey’s viewpoints to practical topics and issues in recreation, adventure programming, and experiential education. Because I started work on this book Fall 2008, the literature review already has resulted in minor changes to my Fall 2009 recreation leadership course.

*Publications* The primary publication of this sabbatical will be a book. Wood N’ Barnes Publishing already has committed to the book (see attached letter), and managing editor Mony Cunningham sees *Genuine Learning, Genuine Freedom* as the prototype and first volume of a “Philosophy of Experiential Education” series. Ms. Cunningham has asked me, upon completion of this book, to consider serving as executive editor for such a series. Furthermore, the initial literature review for this book already has resulted in two international presentations, a proceedings paper, and a book review. I expect one or two additional journal publications to come out of the project.

*Originality* For as much that has been written about Dewey, my proposed book still fills a niche. It is not a critique of Dewey, which continues to be a cottage industry, but an application of Dewey to contemporary experiential education. It is a practical guide to Dewey aimed specifically at non-classroom educators.

*Budget* Expenses to carry out this project will be minimal (see Table 1). They will be paid out-of-pocket.

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*References*


September, 2009

Steven Simpson  
University of Wisconsin - La Crosse  
2046 Health Science Center  
La Crosse, WI 54601

Dear Steve,

It was a pleasure to hear from you again! Thank you for submitting your proposal for *Genuine Learning, Genuine Freedom: An Experiential Educator’s Exploration into the Philosophy of John Dewey*. Your proposal was intriguing and well written, as usual. Wood ‘N’ Barnes is definitely interested in seeing a manuscript. Our past experience with publishing your books has been positive and rewarding; you and your books have been a good fit for us.

Our publishing house has recently been talking about expanding our philosophy titles. The manuscript you are proposing looks like it could be just what we are looking for. You mention in your proposal that this project will take about a year. Could we expect a final manuscript by the Summer of 2011? Let us know what will work for you.

Once we have decided on a timeline and a few other basic details, I will send a sample contract for your approval. Call or e-mail with any questions you might have.

We look forward to working with you again,

Mony Cunningham  
800-678-0621
STEVEN VINCENT SIMPSON

2046 Health Science Center
Univ. of Wisconsin-La Crosse
La Crosse, WI 54601 USA
Ph. (608) 785-8216
Fax (608) 785-8206

2636 Hackberry Lane
La Crosse, WI 54601 USA
(608) 782-8033
simpson.stev@uwlax.edu
www.uwlax.edu/faculty/simpson

EDUCATIONAL BACKGROUND

University of Minnesota - Mpls/St. Paul
Education
Ph.D. 1988

University of Minnesota - Mpls/St. Paul
Recreation, Park and Leisure Studies
Master of Arts 1981

University of Wisconsin - Madison
Recreation Resource Management
Bachelor of Science 1976

ACADEMIC EXPERIENCE


Professor. Graduate Institute of Environmental Education. National Taiwan Normal University. Taipei, Taiwan. 2008-2009.


Fulbright Scholar (Visiting Associate Professor). Department of Geography. National Taiwan University. Taipei, Taiwan. 1991-1993.


RELATED PROFESSIONAL EXPERIENCE


Director. Youth Conservation Corps, Minnesota Department of Natural Resources, St. Paul, MN. 1980.

Interpretative Services Staff Member. Bell Museum of Natural History, Minneapolis, MN. 1980.


RESEARCH AND SCHOLARLY ACTIVITIES

Books


Refereed Publications

Rasmussen, Hallie, and Steven Simpson. Disturbance of waterfowl by boaters on Pool 4 of the Upper Mississippi River National Wildlife and Fish Refuge. Accepted and to be published in Society and Natural Resources.


**Refereed Publications** (cont)


Non-refereed Publications, Book Reviews, and Book Chapters


Non-refereed Publications (cont)


Non-refereed Publications (cont)


Agency Reports


**International and National Presentations**


**International and National Presentations** (cont)


International and National Presentations (cont)
“Chiji Cards: Three Techniques for Using Processing Cards in Experiential Education.”


**International and National Presentations (cont)**


Regional and State Presentations


Regional and State Presentations (cont)

“Getting a Masters Degree in Recreation Management via Distance Education.” Steven Simpson and


"Global Awareness Curricular Units and Culture Boxes in International Recreation and Tourism." George Arimond and Steven Simpson. Presented at the University of Wisconsin System Institute for Global Studies Spring Symposium. Milwaukee, WI, April 2000.


"Participant-directed Processing Methods." Steven Simpson, Dan Miller, and Buzz Bocher. Presented at the TEAM (Teachers of Experiential and Adventure Methodology) Conference in Chicago, IL, February 1999.


**Regional and State Presentations** (cont)

“Marsh Adventure: Combining High Adventure Recreation and Environmental Education.”
Wayne Bocher, Heather Hughes, and Steven Simpson. Presented at the Wisconsin Association for Environmental Education Annual Conference, Onalaska, WI, October 1995.


"Recreation and Leisure Programs at the Research University." Steven Simpson. Presented at the Iowa Park and Recreation Association Annual Conference, Iowa City, IA, April 1990.


"Sources Informing Students of the Leisure Studies Programs at the Three Regent Institutions.”


Grants

$3578 University of Wisconsin-La Crosse Faculty Research Grant to complete book titled The Johnboat and the Canoe. Steven Simpson. 2008.

$5,515  University of Wisconsin-La Crosse Inter-Unit Collaboration Grant to develop a web page for environmental studies course. Carol Miller, Steven Simpson, and Stefan Smith. 2002.

$4,100  University of Wisconsin-La Crosse Faculty Research Grant to complete book about Tao thinking and experiential education.  Steven Simpson.  2002.

$2,532  University of Wisconsin-La Crosse International Faculty and Academic Staff Development Grant to research experiential education methods in Hong Kong and Taiwan. Steven Simpson. 2001.

$6,000  Institute for Global Studies of the University of Wisconsin System Grant to conduct a graduate course in cultural diversity and develop undergraduate global awareness curricular units.  George Arimond and Steven Simpson.  2000.

$5,770  Stry Foundation Grant (in conjunction with Hixon Forest Nature Center) to conduct a four-season user survey of Hixon Forest in La Crosse, WI. Steven Simpson.

$400  Monroe County Department of Human Services Grant to develop a recreation needs assessment for Tomah, Wisconsin. Steven Simpson. 1998.

$3,066  University of Wisconsin-La Crosse Faculty Development Program Grant to attend institute about environmental literacy on the university campus.  Steven Simpson.  1997.

$4,540  Wisconsin Teaching Fellows Grant to investigate the contributions of various educational philosophies to the field of environmental education.  Steven Simpson. 1995.

$22,500  National Science Council (ROC) Grant to develop a systematic approach to teaching philosophy of environmental education.  Wang Shin and Steven Simpson. 1993-94.

$67,660  Council for International Exchange of Scholars (Fulbright Fellowship) to teach environmental studies at National Taiwan University.  Steven Simpson.  1991-93.

$9,988  Federal Highway Administration Grant to write a case study of Wisconsin's Rustic Roads Program..  Robert Robertson and Steven Simpson. 1990.

$8,300  North Central Forest Experiment Station of the US Forest Service Grant to investigate the legislative histories of the New River Gorge and the Upper/Middle Delaware Scenic and Recreational Rivers.  Leo McAvoy and Steven Simpson. 1986.

$1,200  North Central Forest Experiment Station of the US Forest Service Grant to determine the potential of legislative histories as information sources for recreation resource management.  Leo McAvoy and Steven Simpson. 1985.

**REPRESENTATIVE PROFESSIONAL SERVICE**


Publications Advisory Committee, Association for Experiential Education, 2005-present.

Hixon Forest Nature Center and Myrick Ecopark Education Committee, 2005-present.


Reviewer, Association for Experiential Education Conference Presentations, 2003-present.

Editorial Committee, Taiwan Occasional Paper Series of National Pingtung University of Science and Technology (Republic of China), 2003-present.


Reviewer, *Society and Natural Resources*, 1994-present.


Member, Great River Bluffs Citizen Advisory Team (Dakota, MN), 1999-2000.


Planning Committee, Annual State Women’s Studies Conference, 1997.


Executive Board, Marshquest Ropes/Challenge Course, 1994-1996.


Vice President, Educator's Section of Iowa Park and Recreation Association, 1989-90.


**TEACHING** (Courses Taught)

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ii *Experience and Education*, pp. 20-21.


iv *Experience and Education*, pp. 28-29.

v *Experience and Education*, p. 27.

vi *Experience and Education*, pp. 48-49.

vii How We Think,