

THE BOOK

A REVOLUTIONARY VIEW

OF

EDUCATION AND TEACHING

for the

THIRD MILLENNIUM

By Bernard C. Murdoch, Ph.D.

With Sandra C. Lewis, Ph.D., Collaborator

### Key Benefits

- ✚ "EDUCATION" is an ambiguous word, and this book can clarify it. Everyone has an education and every education is different. The education considered at one time or by an individual to be ideal or at least optimal may be quite different at another time and by another person.
- ✚ The author of this book contends that there are world-wide and humankind-wide principles for determining the education which each specific person should be able to obtain.
- ✚ A revolutionary view of such an education and the teaching which can produce it is presented in this book. It is designed to challenge the prevailing views, many of which were antiquated decades ago.

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### Sample Introductory Pages

#### Background Which Led to This Book

**It is obvious that this book is about Education (yawn). What else is new? As far as this book is concerned -- A LOT!! It should be clear from the following chapters that Education**

involves much more than having students learn what is in some books and testing them occasionally.

Of course, the studying of many books is fundamental, but unless the many other factors presented in this book are recognized and provided for adequately, book learning will be found to be highly inadequate. In other words, the person may be "educated" in some respects, but fail miserably in others. Learning relevant to the *total* person's needs must be recognized as constituting what we are calling "education."

Seriously, in light of the vast barrage of criticism of our educational system and its products, one would think that all that needs to be said has been.

But, no.

It is true that thousands of books and millions of articles have been written about almost any and every facet of what we call "education."

Why, then, do we need another?

Because there are and have been vast expanses of **PERCEPTUAL BLINDNESS** which still dominate this part of our lives.

This book represents a drastic, revolutionary picture of what **EDUCATION** must be, and how, when and why that is true -- along with suggestions regarding what might/should be done.

Education consists of a small number of concerns -- **WHAT** needs to be learned, and how, when, why and by whom that is true.

The concern of **WHAT** needs to be learned does not apply equally to every student, nor do the how, when, why and by whom aspects. The reasons for this being true will be made clearer through the book.

Every aspect of Education requires extensive and ongoing **EDUCATIONAL RESEARCH**. Each facet must be based on appropriate criteria. Behind and basic to such research is the profession of Psychology. Why is this true? Because Psychology pertains to **ALL** aspects of behavior, defined as everything a person thinks, feels and does. Such breadth covers all aspects of Education.

The author has been a psychologist since 1942. He has proposed in this book a new system of psychology which, while being large enough to include every valid aspect of behavioral concepts and principles related to Education as found in the Psychology profession, is believed by the author to be even more pertinent and fundamental than those often placed in the psychology domain in the past.

As noted previously, the psychology system the author uses in this book is called BEHAVIORAL DYNAMICS. While the system includes some words and acronyms which may be new to a reader, they, in time, may be perceived as being more relevant for the future of Education and teaching than other tools that have been known in the past. This system, known as BD, may be found in the author's other books (Love and Problems of Living [1990], God and Positive Christianity [1998] and Psychology for Life [2000]), produced in connection with his nonprofit Fore(In)Sight Foundation . It is more fully reviewed in the next chapter.

### The Training and Experience of the Author Is Important

The author has been in the broad field of education most of his life. He had serious questions about each aspect of it as he was going through as a student, and this continued even through the years when he was a teacher himself. He found students to be much more complex than he had thought before, and the curricula often turned out to be vastly inadequate.

Along with his preparation to become a psychologist were many experiences which relate to teaching. Besides teaching in junior and senior high school, and later in college and graduate school, he also was trained to be in and taught courses in school administration. Many years were experienced in areas beyond the usual ones, such as evaluation of babies for adoption; providing many workshops for preschool and kindergarten teachers; being department chairman in colleges with responsibility for training practice teachers; academic deanships and summer school directorship. He also spent two years in Washington, D. C., working for the American Council on Education as an educational research supervisor.

The completion of two master's degree programs, along with a Ph.D. in Psychology, provided sound academic backgrounds which related directly to the author's vast experience.

Ongoing contacts with clients/patients with countless problems were managed in a counseling/psychotherapy practice -- over most of the 1945-2000 period. Extreme problems dealing with clients who came from mental hospitals and prison, along with hundreds of individuals and couples who needed marital guidance, constituted a significant part of the writer's getting to know more about all manner of human problems.

One of the most frequent experiences was the providing of workshops, within a radius of 100 miles from the writer's home. Some of these were given at the University of Georgia, such as for the state association of judges and the state association of kindergarten teachers. Some were given in churches. Thousands of children were tested for various purposes, including the providing of data for social agencies.

One of the most rewarding experiences of the writer was to keep in contact with hundreds of his former students, situated in most of the states. The sharing which permeated these friendships has been one of the most gratifying experiences of the writer's life.

With all of the training and vast experiences the writer has had connected in some way with traditional education, it must be said that the eye-opening experiences he had in

connection with 3 1/2 years in the Armed Services (Air Force) during World War II were also educational, though not sought. These years included seeing persons die before his eyes; seeing friends (and self) undergo countless stresses; and being away from home and loved ones at Christmas, birthday, etc., etc.



## Pricing

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