

1: SAGE Reference - Cult of Efficiency

Superintendents were vulnerable to societal pressure and which may have explained the leaders' enthusiasm for the cult of efficiency. With more detail than most readers will find relevant, Callahan describes the professional meetings and publications that led to the widespread adoption of scientific management in schools.

Education and the Cult of Efficiency September 10th, at The event was a cataclysm for U. The Historical Context Callahan gives a quick sketch of the the early 20th century U. S education system, prior to this period of crisis and change. At the turn of the century America had reason to be proud of the educational progress it had made. The dream of equality of educational opportunity had been partly realized. Any white American with ability and a willingness to work could get a good education and even professional training. The schools were very far from perfect, of course; teachers were inadequately prepared, classrooms were overcrowded, school buildings and equipment were inadequate, and the education of Negroes had been neglected. But the basic institutional framework for a noble conception of education had been created. Free public schools, from the kindergarten through the university, had been established. A crisis was instead manufactured, perhaps for a range of reasons, starting with maybe selling newspapers and magazines. The material achievements of industrial capitalism in the late nineteenth century were responsible for two developments which were to have a great affect on American society and education after The other was the reform movement identified historically with Theodore Roosevelt and spearheaded by the muckraking journalists. As the business-industrial values and procedures spread into the thinking and acting of educators, countless educational decisions were made on economic or on non-educational grounds. First that the social reform-minded, scandal-uncovering journalists had made the public suspicious and hyper-critical of the management of all public institutions. Second that the growing prestige of business and businessmen in the public eye, and the resulting calls for public institutions to adopt business practices. But with a public eager to pay money to read about ever more exposed scandal and crusading reformers, these journalists soon turned their attention more broadly on major public institutions as well, including the public school system. Writes Callahan. That genuine problems existed in American society at the turn of the century there can be no doubt. But the generation of widespread public enthusiasm and indignation necessary to give force to a reform movement in a democratic society required that the public be aroused and informed. Tabloid journalism, actually, has been with us since colonial times! Unfavorable comparisons were made between schools and business, with the strong suggestion that business and industrial practices be adopted by educators. Writes Callahan. The business ideology was spread continuously into the bloodstream of American life. It was strengthened, too, by the vigorous conservation movement because the emphasis upon conservation blended into and reinforced a corollary drive to eliminate waste, and the elimination of waste was connected with modern business methods. It was, therefore, quite natural for Americans, when the thought of reforming the schools, to apply business methods to achieve their ends. Writes Callahan. Into this difficult and potentially explosive situation an American educator "not a business man or muckraking journalist" threw an incendiary bomb in the form of an allegedly scientific study of retardation and elimination, published in , Laggards in Our Schools. The author, Leonard Ayres , had collected his data from school records and reports and from statistics collected and published by government agencies. They showed, Ayres said, that the schools were filled with retarded children and that most students dropped out of school before finishing the eighth grade. By retarded children, he meant children who were over-age for their grade regardless of how well they were doing in their work. The most infamous perhaps were the IQ tests administered to American soldiers who fought in World War I which supposedly proved that blacks, Jews, and most southern and eastern Europeans were intellectually inferior to northern European Aryan whites. These studies were taken very seriously, and led to the first American laws being passed in the s severely limiting immigration, and also provided supposed scientific justification for the extreme racism and antisemitism that would be unleashed on the world in the decades to come. It is sobering to me how much scientific research has been done, particularly in the early years of some new area of science before the methodologies have matured, that have produced

flawed results that justified bad policy. He was one of the first educators to picture the school as a factory and to apply the business and industrial values and practices in a systematic way. The dominance of businessmen and the acceptance of business values especially the concern for efficiency and economy, the creation of a critical, cost-conscious, reform-minded public, led by profit-seeking journals; the alleged mismanagement of all American institutions; the increased cost of living; all these factors created a situation of readiness "readiness for the great preacher of the gospel of efficiency, Frederick W. Taylor, and his disciples. And school administrators, already under constant pressure to make education more practical in order to serve a business society better, were brought under even stronger criticism and forced to demonstrate first, last, and always that they were operating the schools efficiently. It does not concern itself with the ownership of our natural resources. But in the factories where it is in force it guards these stores of raw materials from loss and misuse. First, by finding the right material "the special wood or steel or fiber" which is cheapest and best for the purpose. Second, by getting the utmost of finished product out of every pound or bale worked up. Said Taylor during the hearings: "No school teacher would think of telling children in a general way to study a certain book or subject. It is practically universal to assign each day a definite lesson beginning on one specific page and line and ending on another; and the best progress is made when the conditions are such that a definite study hour or period can be assigned in which the lesson must be learned. Most of us remain, through a great part of our lives, in this respect, grown-up children, and do our best only under pressure of a task of comparatively short duration. But certainly this is still a very widely held paradigm today. Presumably within that same paradigm, a critique of the U. Can you wonder that we have so many inefficient men and women; that in so many families there are so many failures; that our boys and girls can make so little money that in the one case they are driven into the saloons from discouragement, and in the other into the brothels to save themselves from starvation? Yet that is exactly what the public-school system is doing today, and has been doing. There was also an anti-intellectualism and business-bias in much of the criticism. Education that stimulates a love for useful activity is not simply desirable; it is in the highest degree ethical" pg. There was a growing consensus that the solution was the application of business efficiency principles and scientific management to the schools. By noting the distribution by buildings, he can also see at a glance what building principals are doing a superior grade of work. Further, teachers could not be left to their own devices to set educational practice. Said Bobbitt: "Teachers cannot be permitted to follow caprice in method. When a method which is clearly superior to all other methods has been discovered, it alone can be employed. Heaven forbid you should do it your way and not follow the best practice determined by the state! This too is part of that conventional educational paradigm that still exists today. It too, if applied, would enable schoolmen to defend themselves, in the first place by making their work seem scientific, and in the second place by relinquishing the responsibility for deciding on educational objectives and "to a great extent" to a great extent "for formulating the contents of the curriculum, and turning these functions over to business and industry. The public was being manipulated and inflamed by the popular press. Since administrators were acquiring graduate credits and degrees, the claim was more defensible. Writes Callahan: "All these changes were to have important and far-reaching consequences for the schools and especially for the administrators. The self-image of these men began to change. Harris had conceived of themselves as scholars and statesmen and, in professional terms, the equal of the lawyers or the clergyman. After, especially after, they tended to identify themselves with the successful business executive. They did this through their speaking and writing and teaching, and they did it also by setting personal examples of the way to succeed in education. Cubberley, dean of the School of Education at Stanford, who published his widely read and influential textbook, Public School Administration in School superintendents were required to take, among others, two large composite courses each carrying 6 points a session "two to three times the usual credit. But it also increased the top-down control exercised by the educational hierarchy over the teachers and students engaged in the actual learning process. Gender is an important perspective that author Callahan does not bring up anywhere in the book, and I think it is a critical missing perspective. At this time in history and still today but to a lesser extent the teaching of public school students was and still is a female-dominated profession. Wrote Cubberley: "Our schools are, in a sense, factories in which the raw products children are to be shaped and fashioned into

products to meet the various demands of life. The specification for manufacturing come from the demands of the twentieth-century civilization, and it is the business of the school to build its pupils to the specification laid down. This demands good tools, specialized machinery, continuous measurement of production to see if it is according to specifications, the elimination of waste in manufacture, and a large variety in the output. It is a very simple and mechanistic way of looking at things. Says Callahan about the education leaders of that time: "For a decade they had accepted the business values in education and now this acceptance "sometime reluctant, but often enthusiastic" came home to haunt them. Now they were committed to a platform of economy and forced to be preoccupied with per-pupil costs. Furthermore, they had worked to establish themselves as executives and they had applied the management-and-worker parallel in education. Both of these steps were of course unpopular with teachers and as a result administrators had to deal with dissatisfied faculties. But again harping on the issues of gender, a mostly female workforce of teachers did not have the internal or external authority to fight to make it otherwise. The size of classes in the high school was stabilized in most instances at between 30 and 35 students, and administrators attempted "partly for reasons of economy which were more pressing after and partly to equalize teaching loads" to see that as many classes as possible were standardized at this level. The result was the teaching load which is accepted as the norm in most public high schools today. This load of five classes or six meant that each teacher attempted to teach to students a day, and the unit system which was widely adopted by required that teachers and students be in class five periods of 45 to 60 minutes a day five days a week for an entire semester. This system, especially in the large high schools, makes the educational process resemble the assembly line in the factory. But fifteen years of admiration for the mass production techniques of industry on the one hand and saturation with the values of efficiency and economy on the other had so conditioned the American people and their school administrators that they allowed their high school teachers to be saddled with an impossibly heavy teaching load. The American people not only allowed this to happen but their insistence on economy forced it upon the schools. And just as some of the leading school administrators did not repel but actually invited lay interference, they not only did not resist this increase in class size but actually initiated the steps, advocated and defended them, and put them into effect. The industrial paradigm for education with its simple mechanistic process model that acknowledged the primacy of business and the ethical underpinnings of capitalism were apparently such a path. Other Paths It was during this same era that John Dewey was formulating and advocating for his ideas on education. Dewey makes a strong case for the importance of education not only as a place to gain content knowledge, but also as a place to learn how to live. You can use these tags:

2: The Cult of Efficiency | Quill and Quire

We live in an age dominated by the cult of efficiency. Efficiency in the raging debate about public goods is often used as a code word to advance political agendas. When it is used correctly, efficiency is important: it must always be part of the conversation when resources are scarce and citizens.

Our pursuit of increased productivity, should result in increased happiness right? But do we really feel free? Our aim to be more productive and increase efficiency can often lead to obsession. We confuse achievement for happiness. Our happiness should be the inspiration for achievement, not the other way around. When our happiness is found in achievement, we get sucked into constantly putting our happiness in the future. We create productivity systems to make us more efficient and get more done. When we originally start on this path, our reason is to have more free time and decrease the stress of unfinished tasks hanging over our heads. But somewhere along the lines we lose sight and our desire to accomplish becomes an obsession. In fact, we never get there, do we? We no longer see the forest for the trees. Instead of doing things to enjoy them, we do things solely for the future benefit. A few symptoms of this disease are: Meditation for the sake of gaining a clearer, calmer mind, and increased ability to focus. The problem is when do these things because we know we should. Becoming obsessed with making more money, being a better employee, a better husband, a better person, a better organizer, a more likable person. All of these things seem like noble pursuits, but when you lose sight of your intentions, you become a slave to your goals. Our obsession with our goals has moved us from inspiration, to enslavement. Productivity will never be the root of happiness. Are your goals serving you, or have they become insufferable, bovine taskmasters? We need to have the courage to re-evaluate, drop and re-prioritize our goals at any time. A goal that may have served you well a year ago, could be completely out of alignment with your life now. Sometimes quitting things or breaking up is the best answer. When it comes down to it, the most important thing is how we feel. All of this takes guts and can be absolutely terrifying. But how much time do you have to live a life that is less than what you dream of? Letting go of fear is scary in and of itself. Most people in our time have an internal conflict between what they love what they want to do and what they feel is practical what they should do. What it Really Takes: The Marriage of Your Heart and Mind Just like any relationship, the marriage of your heart and mind requires hard work. Their might be a honeymoon stage at first. Does this make me feel alive? If you enjoyed this article, please digg , stumble or share with one of the other links below. Thank you for your support, it is truly appreciated.

3: Education and the Cult of Efficiency, Callahan

The cult of efficiency will not take us far enough. About the Author. Janice Gross Stein. Janice Gross Stein is the Harrowston Professor of Conflict Management in the.

As modern democratic societies begin to move through the processes of post-industrialization, we as citizens are re-imagining the role of the state. There is a growing emphasis on efficiency in this era of globalization, and the language of efficiency shapes the way citizens think about their most important shared values. But hidden in the polemics about efficiency are, I believe, much more important and enduring conversations about accountability and choice in post-industrial societies. To discover how these arguments live in practice, to move beyond the fixed positions of our political warriors, I wanted to look at what we as citizens are saying about public schools and hospitals. It is here that citizens engage in the most immediate and practical ways with the arguments of our times. I think by listening to these very local debates we can explore the dilemmas of democratic processes in a global age, where waste is a sin but the public trust remains sacred. Surprisingly, I find that citizens want to see both less and more of the state. Although citizens in post-industrial society are less deferential, more distrustful of authority, and more confident of their capacity to make the important choices, the escape from the state is more apparent than real. Still another paradox lies deeper beneath the surface. Our conversation about efficiency has enabled not only a new discussion of accountability, but also about choice. Yet the way we think about choice hides many of the most intractable value conflicts in our society. The new demand for security in the wake of the attacks in the United States has also turned much of our public conversation on its head. Warriors across the political spectrum have done a dramatic about-face in the way they think about the state and public goods. Yet the challenges, I think, are remarkably similar to the controversies about health care and education: She is the author of more than eighty books and articles and the winner of the Edgar Furniss Prize for an outstanding contribution to the study of international security and civil-military education. She is the mother of two sons and lives in Toronto. The Cult of Efficiency is published by House of Anansi. Listen We live in an age dominated by the cult of efficiency. In the marketplace of society, efficiency is often used as a code word to advance political agendas. But efficiency alone is not enough to give us what we think we want. Schools are closed, hospitals are reorganized in the name of efficiency, but the results are far from what we desire. Janice Gross Stein argues that the public good demands that we go beyond the cult of efficiency to talk about accountability and choice. Janice Gross Stein argues that the public good demands that we go beyond the cult of efficiency to talk about accountability and choice.

4: Our bloated cult of efficiency: doing the wrong thing right

The Cult of Efficiency by Janice Gross Stein Janice Stein is a highly regarded political scientist at the University of Toronto who specializes in international conflict and security issues.

Productivity means you are doing things, often important things. And getting things done is what we do. Society needs people buzzing around doing stuff to keep the hive running smoothly. Idle hands are the Devils work after all. We get into trouble though, when productivity becomes the end goal instead of the means to achieve something. I have noticed this in the field of medicine. At first I thought it was just my burnout and cynicism distorting my perception. But after a couple of conversations with a few docs I know from around the country in different specialties and styles of practice, I know it to be true. Productivity is the new deity of the medical industrial complex. We all worship and pay homage. In the Beginningâ€¦ Once upon a time all that mattered in medicine was doing good work. People were cared for, a living was made, and all was well not really, but let me have my fairy tale reality. As time went on, efficiency and productivity became more important. It was no longer sufficient to just do good work; you had to get faster and more efficient at it. I suspect there are correlates in other professions. Some of this was survival, as the friction of practicing medicine increased and payroll needed to be met. As well intended but meaningless regulations were added, so was the cost of doing business. More of the health care dollar was needed to comply with the new rules, and we started spending more resources to measure success and less actually providing medical care. A friend lamented that new hires in his group were valued more for their RVU production than the actual global value they provided for the practice and community at large. The non-reimbursable work is just not valued as much, although in some respects it is more valuable. The problem with this shift is humans have a need to feel valued. When truly valuable but difficult to measure work is not appreciated, people will eventually stop doing it. The group was around the 30th percentile for RVU production and this was quite distressing to them. After all, how the hell could they be below average? Not everyone can be above average. It is statistically impossible outside of Lake Wobegon. What no one considered was the fact that this group had more vacation time and a shorter than average workday. It was unknown if the more efficient groups were much larger or had physician extenders to offload work. The data was compiled from voluntary surveys that groups submitted which introduces selection bias into the mix in a dangerous way. Who knows what being 30th percentile actually means. But the most important question of all was this: Who the heck cares? Before the consultation people were generally satisfied with the workload and the paycheck. After the consultation people were beside themselves with grief. Nothing changed except they had now joined the cult and drank the consultants Kool-Aid. We all like to think we would never join cult because we are smarter than everyone else. Most people think they are less susceptible to cognitive bias than everyone elseâ€¦which is actually a cognitive bias if you think about it. Nobody wants to say no to efficiency. What kind of lazy slacker wants to be less efficient? Now, some efficiency is a good thing. It allows you to do more with less. Efficiency is actually a principal I use for my life, but it is toxic in high doses. It is a tool that can be misused. Like any drug there is an effective dose that makes sense and improves our lives, but eventually there is no added benefit, and perhaps an added harm. The cult of efficiency is just another crappy multiplayer game for us to play. There becomes a point where we are efficient enough; although often once we get there It is not satisfying.

5: Education and the Cult of Efficiency - Raymond E. Callahan - Google Books

The term cult of efficiency comes from the title of a book published by educational historian Raymond E. Callahan in , Education and the Cult of Efficiency: A Study of the Forces That Have Shaped the Administration of the Public Schools.

Messenger The idea that improving efficiency makes sustainability problems worse seems counter-intuitive. But what if aiming to do more with less is actually doing the wrong thing right? If sustainability is our concern, this is almost always the case. Doing more with less means we end up doing so much more that as a society we ultimately end up using more overall. This is called the Jevons Effect. It has been known for at least years, though of course not commonly. If it was, we might be living sustainably by now. Recently, however, the problem of efficiency has been thrust back into the spotlight. Amory Lovins and David Owen are two of the most prominent thinkers on the topic, with opposing views. Out with the old, in with the new: This is very different to the reactions we get in the classroom. Exploring the implications of the Jevons Effect often engenders a sense of empowerment and a resurgence of hope. After all, if acting on a belief in technology as the answer, and efficiency as the key, is proving counter-productive - and there is plenty of evidence to suggest that it is - then here is a logical framework for understanding why that is happening, and how we might explore real sources of sustainability. Improving efficiency almost always results in increased aggregate consumption. This has also been called the Rebound Effect , but it is more pernicious than that. Owen suggests it might be better termed the Chain Effect. As we improve efficiency in one thing, say the fridge, its reduced costs make it accessible to more of us. All that also conveys the sense that the food we buy will last longer than it does, resulting in increasingly excessive food consumption, and food waste 4 million tons a year in Australia alone. Of course, not only is the food wasted, so too is the energy used to produce, transport, buy, store, and dispose of it. With the right car or fridge, we need care less about how we drive, eat and shop. Far from hemming us in to more limited options, we are liberated from the unintended harm stemming from an old, flawed idea. We evolve the eyes for seeing far greater possibilities that serve to engender more care, rather than less, for our impacts upon each other and the rest of nature. We set our minds towards creating systems and institutions that help us live in more considerate, fulfilling, and less materially intensive ways. Past a certain material threshold, which most of us have passed in this country, these qualities very often go hand in hand. There is plenty of evidence indicating diminishing returns in quality of life beyond certain thresholds of energy use and economic growth, while environmental impacts continue to grow and these are far from limited to climate change. The renowned work of Vaclav Smil and others suggests that in many industrialised countries like Australia, this threshold has been surpassed, and in a big way. Improving efficiency is very often doing the wrong thing right. Perhaps we would do better to think about efficiency in terms of evolving more wellbeing, wisdom, care, etc with less, rather than doing more for its own sake. What we do and why, are far more important questions than how. The former needs to guide the latter, rather than the reverse.

6: Cult of Efficiency Essay – Free Papers and Essays Examples

Janice Gross Stein's "The Cult of Efficiency," read at a CBC Massey Lecture in , attempts to define the concept of efficiency and how it has impacted our society in the past and present.

7: The Cult of Productivity & the Art of Purposeless Living - Paid to Exist

Raymond Callahan's lively study exposes the alarming lengths to which school administrators went, particularly in the period from to , in sacrificing educational goals to the demands of business procedures.

8: The Cult of Productivity | The Happy Philosopher

It consisted of making unfavorable comparisons between the schools and business enterprise, of applying business-industrial criteria (e.g., economy and efficiency) to education, and of suggesting that business and industrial practices be adopted by educators.

9: Education and the Cult of Efficiency | Lefty Parent

Education and the Cult of Efficiency September 10th, at This is the title of a book by Raymond Callahan first published in , but brought to my attention in the suggested reading list in radical educator John Taylor Gatto 's book, The Underground History of American Education.

Mythology and you book Structure of Netherlands Indian economy. Stay strong book demi lovato Bodies of evidence. The body as abject and object in CSI Basil Glynn and Jeongmee Kim Cliffsnotes on the Books of the Old Testament A pattern to follow Gender and hierarchy in the Lotus Sutra Jan Nattier Business intelligence readiness : prerequisites for leveraging business intelligence to improve profits Young Sammys first wild oats Saint Peters snow Mistakes, Misnomers and Misconceptions The partial characterization of a gene differentially regulated by a-factor in saccharomyces cerevisiae Arabic quran with urdu translation Rfp website design development Beneath the Plastic 50 simple things you can do to save your customers Part one : The wars of the French Revolution 1792-1801. A Parents Guide to Nintendo Games Using the Art Museum (Art Education in Practice) Book on research methodology Grieves michael product lifecycle management mcgraw hill Yes, you can have a sandwich without miracle whip Bargaining theory with applications muthoo Sidney sheldon book bloodline My Journey with Pain Frommers Italys Best-Loved Driving Tours (Frommers Best-Loved Driving Tours Italy, 5th ed) How God Will Restore Your Marriage Caught in the Middle (Amhearst Mystery Series #1 (Steeple Hill Love Inspired Suspense) Come, O come, my lifes delight Thomas Campion, Horatio Parker The conceptual basis of language Choose your target keywords Complete Fairy Tales (Routledge Classics) Not so fast mr billionaire by shiewanie kristo Collectors Edition Electronic circuits design for beginners Imputation Of The Lords Merit Lecture 5. The border ballads. Mr. E. M. Forster on Scott. Engineering thermodynamics rs khurmi Grappling with Grace Poetry Through the Eyes of a New Millennial Poet