

## APPENDIX 3

### A Summary of Selected Reports on Education Reform

Title	Source	Data
<b>The Paideia Proposal (1982)</b>	Mortimer Adler for the Paideia Group	Twenty-two members contributed to a philosophical analysis of educational needs.
<b>A Nation at Risk: The Imperative for Educational Reform (1983)</b>	The National Commission on Excellence in Education—U.S. Department of Education	Eighteen political and educational leaders commissioned papers and reviewed available materials, including national and international test scores.
<b>American's Competitive Challenge: The Need for a Response (1983)</b>	Business—Higher Education Forum	Sixteen representatives of business and higher education reviewed expert opinions and past surveys.
<b>Action for Excellence: A Comprehensive Plan to Improve Our Nation's Schools (1983)</b>	Task Force of the Education Commission of the States, chaired by Governor James Hunt	Forty-one governors, legislators, labor leaders, business leaders, and school board members collected data and interpreted results.
<b>Academic Preparation for College: What Students Need to Know and Be Able to Do (1983)</b>	Education Equality Project—The College Board	Two hundred high school and college teachers and college board members collected and interpreted test results.
<b>Making the Grade (1983)</b>	Twentieth-Century Fund Task Force on Federal Elementary and Secondary Education Policy	Eleven members of state, local, and higher education organizations reviewed research studies.
<b>Educating Americans for the 21st Century: A Report to the American People and the National Science Board (1983)</b>	National Science Board Commission on Pre-College Education in Mathematics, Science and Technology	Commission members and others reviewed a number of professional association, business, and other education programs.
<b>The Good High School: Portraits of Character and Culture (1983)</b>	Sara Lawrence Lightfoot	Field study of six private and public schools.
<b>High School: A Report on Secondary Education in America (1983)</b>	The Carnegie Foundation for the Advancement of Teaching	Ernest Boyer chaired a national panel of educators and citizens, which reviewed past research and undertook field studies in public high schools.
<b>A Place Called School (1983)</b>	John Goodlad	Presents observations of and responses to questionnaires administered in schools over an eight-year period.

### Recommendations

The book urges a radical reorganization to focus on three areas: (1) the development of personal, mental, moral, and spiritual growth; (2) citizenship; and (3) basic skills. Teaching methods and subject areas would be revised, and there would be a core curriculum for all students from elementary through secondary education.

The report's powerful rhetoric, such as the "rising tide of mediocrity" and "a nation at risk," galvanized public attention regarding school reform. The report suggests that poor school performance threatens our nation's economic health. It emphasizes rigorous courses, a core curriculum, the recruiting of talented teachers, and a thorough assessment of student and teacher competence.

The report indicates that a major reason for U.S. economic problems and falling productivity is the inadequate education of the nation's workers, who need more schooling in mathematics, science, critical-thinking skills, and verbal expression.

The report urges state leadership to develop action plans for improving education, including more community involvement, additional funds, better preparation and pay for teachers, stronger curricular offerings, greater accountability, more effective principals, and better programs for poorly achieving students.

More rigorous preparation for college is called for, including better-trained teachers, more demanding elementary and secondary curricula, and higher expectations of students. Colleges should also provide remedial help for ill-prepared students and should work more closely with high schools in preparing students for college.

The report states that the criticism of U.S. schools is exaggerated and that schools are fundamentally doing their job. Suggestions for improvement include federal aid for schools, a clearer focus on educational quality, a continued commitment to educational equity, and support for local decision making.

Emphasizing a strong mathematics and science curriculum, the report highlights the need to attract individuals with these skills into teaching.

Although this is not technically a reform report, the author's observations of four public and two private high schools provide valuable insights into effective and ineffective school practices.

The report recommends a heavy emphasis on English (particularly writing) and a strong academic core for all students. It suggests elimination of the vocational track and advocates a five-year teacher education program.

This report recommends making the principal a manager and creating a "head teacher" to focus on instructional improvement. Goodlad also calls for grouping students in clusters rather than by grade level. The book highlights the need for a greater variety of teaching methods to deal with student diversity.

Title	Source	Data
<b>Horace's Compromise: The Dilemma of the American High School (1984)</b>	TheodoreSizer	Interviews and observations in the fifteen schools in the report <i>A Study of High Schools</i>
<b>The Shopping Mall High School (1985)</b>	Arthur Powell, Eleanor Farrar, and David Cohen	One of three efforts in <i>A Study of High Schools</i> , this field analysis of fifteen schools used comprehensive interviews and classroom observation.
<b>The Last Citadel (1986)</b>	Robert Hempel	Four of the fifteen schools visited in <i>A Study of High Schools</i> were examined historically through oral histories, published and unpublished records, and historical files of a variety of educational institutions.
<b>A Nation Prepared: Teachers for the 21st Century (1986)</b>	Task Force on Teaching as a Profession, Carnegie Forum on Education and the Economy	Fourteen-member panel of educators, policy-makers, politicians, and others analyzed existing data.
<b>Tomorrow's Teachers (Holmes Report, 1986)</b>	Deans of selected teacher education colleges	Thirteen education deans and one college president formulate their professional and philosophical views.
<b>Time for Results (1986)</b>	National Governors Association	Lamar Alexander chaired the governor's task force that reviewed research and existing reports.
<b>First Lessons (1986)</b>	U.S. Department of Education	William Bennett and twenty-one other distinguished citizens summarize critical findings concerning more effective elementary education.
<b>James Madison High (1986)</b>	U.S. Department of Education	William Bennett provides his ideas for a high school curriculum, based on research and practice in secondary schools.
<b>Turning Points: Preparing American Youth for the 21st Century (1989)</b>	Carnegie Foundation Task Force on Education of Young Adolescents	David Hornbeck chaired the eighteen-member task force of educators, government officials, and others who, through analysis of interviews and commission studies, collected relevant data.

### Recommendations

Dramatizing the difficult working conditions facing teachers, Sizer emphasizes the need to develop close teacher-student relationships, high student motivation, and a less fragmented curriculum.

To ensure effective reform, the authors recommend an informed public, involved parents, high expectations and outstanding teachers, and more time in study and preparation of lessons, as well as greater standards of professionalism for teachers.

Hempel offers a study of the alteration of the U.S. high school since the 1940s, noting that academic subjects have remained intact and schedules and routines are virtually unchanged. The book highlights the need to deal sensitively with multiple priorities and recommends that more emphasis be placed on orderly thinking than on orderly discipline.

The report called for the establishment of a National Board of Professional Teaching Standards to test and certify all teachers, as well as testing for and issuing an advanced teaching certificate. It recommends that all teachers take a five-year teacher education program, including four years of liberal arts and science.

Expressing their personal and professional views, these educators call for reforming teacher education by requiring that all teachers receive a bachelor's degree in an academic field and a master's degree in education. The report recommends greater recognition of teaching and improvement of teachers' working conditions.

The governors placed themselves on the cutting edge of school reform by producing numerous recommendations, including parental choice in school selection, career ladders, state takeovers of poorly performing school districts, programs to prevent students from dropping out, and emphasis on technology in teacher preparation.

The former Secretary of Education calls for elementary students to be taught a rigorous regime of reading and other basic skills, including foreign language and computer skills.

The former Secretary of Education recommends a traditional high school curriculum with few electives; four years of literature; a senior research paper; three years of math, science, and social studies with a U.S. and Western focus; and emphasis on foreign language.

This is an unusual report in that it focuses on the junior high, or middle school, a period of significant physical, social, and psychological change for young adolescents. Recommendations include the creation of small learning communities within large schools, a core curriculum that is academically demanding, the elimination of tracking, the empowerment of teachers and principals by giving them more authority, the improvement of school-community-parent relationships, and the promotion of student self-esteem.

