

Important - ~~Save~~ Save

This is my speech  
at John Jaykins  
May 17, 1988

~~Editorial~~

Johns Hopkins  
May 17, 1988

Panel to grade Com  
Paul H. Ingels

①

In the 20th Century

Well, As Everyone must know,

its Been ~~5 years~~ ~~40 months~~ since the

NATIONAL Commission on EXCELLENCE IN ED

Said:

The Nation is At Risk

And that in  
~~rather a naive~~  
we had  
~~unilaterally~~ ~~disced~~

~~Commission~~  
~~the Commission~~  
~~the~~ ~~detained~~  
~~And said that~~

If an ~~unfriendly~~ ~~power~~ had attempted

to impose on America

the ~~mediocre~~ Educational Performance

that ~~exists~~ Today

We might well have viewed it

As an Act of War

The Commission said

As it stands, we have allowed this

to happen to Ourselves.

Our  
Reflex

Reflex  
①

Round

Who shall

Every  
School since  
before Bush  
reading

(2)

Since that hyperbole hit the headlines  
Education has been at the top  
of the national agenda

And judged by some measures  
~~at least~~ of Excellence

great progress has been made.

Last fall - at the Comie Foundation - 3  
 we surveyed 13 000 teachers  
 about the reform movement.

Did we find that according to the teachers

76 % said school goals have  
 been clarified since 1983

80 % said Academic requirements  
 have been raised

the ~~rest~~ majority  
 Ad ~~33~~ said Student achievement  
 has gone up  
in writing  
in reading  
and in mathematics



~~Two-thirds~~ of the teachers  
 also say that to  
 STUDENT ACHIEVEMENT TESTING  
 has increased

Believe it or not  
~~the of the test~~  
 And we now hear talk  
 of a natural test to  
 evaluate ~~the performance~~  
 of the interstate performance  
 of our schools

Such a proposition would have been  
 UNTHINKABLE when I was in WASHINGTON  
 JUST 10 years ago -

(5)

And I'm happy to believe that  
the 1980's will be remembered  
as the decade when the  
American people

became more concerned  
about ACCOMPLISH

Then about the Pathway  
of the LOCAL SCHOOLS

all of these data will be  
released next week

Can <sup>quite</sup> see that ~~from~~

teacher salaries ~~have~~ gone up  
at twice the inflation rate

In addition, ~~we~~ <sup>were</sup> had ~~major~~ reforms  
in teacher ~~preparation~~ <sup>education</sup>

And for the first time in our  
history ~~and more is~~  
~~underway~~ to

The NATIONAL CERTIFICATION  
of TEACHERS  
has become a serious  
proposition



Lets also recognize that  
for the first time  
in our history

Corporate America has become  
the champion of public education

And I find it  
quite remarkable that

the CEO Report <sup>- an organization of the nations largest</sup> ~~proposes~~ <sup>corporations -</sup>

~~an~~ <sup>an</sup> 11 Billion dollar increase  
in support of public ed!

That's more from even the most ardent  
Educationists ~~propose~~ <sup>have suggested</sup>.



Simply stated.

Since 1983 we have had gains

- ① in both the academic programs
- ② and in the public commitment to education

And I propose 2 weeks  
for the push for Excellence

that is bringing quality to  
schools from coast to coast

# I POVERTY

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But I must confess that I see a "dark lining" to the silver cloud

While "advantaged" schools are getting better

many others -

especially those in our major cities -

remain deeply troubled institutions

places where half the students may be absent on any given day

5

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## Hispanic

① Almost half of the Mexican American and Puerto Rican students who enroll in public schools drop out before they are awarded a diploma.

② In Philadelphia the drop out rate is 98 percent. And in Boston it's 43 percent.

③ In Chicago, in 1984, over half of the students failed to graduate, and of those <sup>among</sup> who ~~that~~ did only a third were reading at the 12th grade level.

④ Last year--in the Cleveland Public Schools--there was not a single semi-finalist in the National Merit Scholarship competition. Boston and Detroit each had only one high school with semi-finalists. = not af w hater 2000-8000 915,000

What's disturbing is that the school reform movement is not confronting adequately the core of our educational dilemma. And there <sup>remains</sup> ~~is still~~ an enormous gap between our rhetoric and results.

~~The breakup of the home, the community wrenched by crime, lack of money, loss of good teachers--all of these threaten to overwhelm our most troubled schools.~~



To require a failing student in an urban ghetto to take another unit in math or foreign language without a better climate or better teaching is like raising a hurdle without giving more coaching to someone who has already stumbled.

And all this is occurring at the very time the problems are expanding.

By the year 2000, America will be a nation in which one of every three pupils in the public schools will be non-white. What is coming toward the educational system is a group of children who will be poorer, more ethnically and linguistically diverse, children who will have more handicaps that surely will affect their schooling.

And these are precisely the students for whom the public schools historically have been least successful.

to urban schools

Unless we deepen our commitment, the crisis in urban education will increase.) An aging white population

will reduce support, and the gap will widen between the haves and the have nots in education.

What we could be left with in our major cities is a kind of educational Third World. And ~~it is in these schools that~~ <sup>I'm convinced that</sup> the battle of American education will be won or lost. If urban schools do not become a national priority, the promise of excellence <sup>in education</sup> will remain sadly unfulfilled.



There are no primates.

7 (12)

It there were apparent answers we would have found them long ago

I

However, what is clear is that parent's schooling are inextricably connected

And that what we see as poor performance in the classroom

<sup>in fact</sup> may be related to events that precede schooling - And even precede birth itself

LET ME GIVE JUST ONE EXAMPLE

The Growing Fetus Requires a Diet Rich in ~~Protein~~ Vitamins Minerals & Proteins

And yet most poor mothers in this country are typically undernourished.

Key - CNM worked with adolescent mothers shocking for 1990s and there are young kids bodies.

children have children -

~~And yet~~ get new end

Further The human brain grows most rapidly during the first year of life (8) (13)

And yet today - in the United States -

40 percent of all those classified as poor - are children

Nearly one out of every 4 children under 6 is poor

And many of these children suffer malnutrition



The Point is that All of this Relates to Education  
 but as such, as do teachers, textbooks  
 & the common core

14

talk about  
 Egypt  
 except the  
 student  
 Fix schools  
 replace  
 40 million  
 children

① A Recent Report by the Physicians Task Force  
 on Hunger in America [Harvard School of Public Health]

Revealed that a child who is undernourished  
 during the critical years of brain growth  
 risks cognitive deficits!  
 - to use the panel's words  
 And this affects learning later on

② The Physicians also describe a Louisiana Study  
 where poor children <sup>who</sup> received food supplements

were compared to those who had been  
 nutritionally denied.

The children with good nutrition  
 showed: higher IQ  
 longer Attention Span  
 & higher Grades in School

I find it ironic that ~~at the~~  
 At the very time better schools are being pushed

The 4 Basic child nutrition programs  
 have been cut 29 percent

school lunch  
 breakfast  
 child food  
 summer food

WIC / half wh  
 n style

And WIC the Basic Food Supplement Program  
 Reaches only half those who are eligible

I realize that to talk about babies & poor health  
 may appear "far off" the school reform agenda

~~Schools cannot solve~~

And yet the evidence is overwhelming. 5 years were  
 more 3 years  
 old

Our educational problems cannot be  
 divorced from the problems of the poor

WINSYON CHURCHILL

who had a way with words  
 said it all when he observed:

There is no finer investment for  
 any community than putting milk into babies

And I'm convinced that ~~the solution to~~  
 Excellence in Education

Putting milk into babies  
 HAS SOMETHING TO DO



1000 0000 8536

in

27  
16

As we move toward the year 2000, the most urgent <sup>question</sup> ~~issue~~ we  
confront is this: Will America continue to believe in education  
for all children or will it sort out schooling between the  
winners and the losers--and in so doing become a separated and  
more divided nation?

## II THE EARLY YEARS

THIS BRINGS ME TO PRIORITY #2

(16)

DURING THE PAST 3 YEARS  
THE SCHOOL REFORM MOVEMENT  
HAS FOCUSED ALMOST EXCLUSIVELY  
ON SECONDARY EDUCATION

AND YET THE EVIDENCE IS OVERWHELMING

THAT FOR POOR CHILDREN

THE "EARLY YEARS" ARE  
THE MOST  
TRANSCENDENTLY MORE IMPORTANT

It is in the early years ~~when~~

when there is a readiness for learning

when the points are of the most interest

and when there is Exponential growth  
in biology

For these reasons I propose that Every District (12)  
 - certainly those with a high drop out Rate (18)

organize what might be called

the Basic School

Concentrate ~~school~~ its ~~priorities~~ Resource  
 CONCENTRATING  
 in Kndryadatan trap Code 3

This Basic School would focus on the  
 Centrality of Language

↳ And in our society English must come first

① Lenia Thomas wrote on one occasion that  
 CHILDHOOD is FOR LANGUAGE

② Now THAT I'm a grandpa -  
 grandchild - Dicky Dicky  
 Breyers

In one of the majesty & miracle of  
 the children's exquisite use of symbols.



What I have in mind for the Basic School  
is what the FOREIGN LANGUAGE PEOPLE  
can

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14

The "Saturation method"

Children would be Surrounded with Rich Language.

From the first they would be

speaking

writing

Reading

Talking About Words

History & Social

Building a Rich Vocabulary

And Becoming Civically Literate

Im not talking about  
technique -  
linguistically  
empowered

Im talking about  
becoming  
"LINGUISTICALLY  
EMPOWERED"

to use ED Hirsch's helpful formulation

And - It occurs to me that

~~For the~~ - Every Teacher in the Basic School  
should have ~~major~~ themselves

Concentrated in language study while in college

Date the Best ~~Year~~ Report for the mental & emotional

In The Basic School Register grade levels  
 should be blurred

20

It's foolish - even frightening to talk  
 of "fairly" children in grade (1 and 2)

↳ Before anyone even discovered  
 who they are

What's important is not the age  
 But the intellectual development of each child

TH

In the Early year class size is crucial too

Recently the State of Indiana ~~Revised~~ captured the attention of first grade

① In large classes

② With time in classes with less than 20 students

The Evidence is overwhelming.

small classes bring more academic gains

Not Surprising

I have difficulty taking 3 grand children to McDonalds



Speaking of Class size I also  
like to say a word about  
secondary education

Due to size of urban schools  
we were struck by the anonymity among students

↳ a feeling of being unknown,  
~~isolated~~ unneeded & disconnected  
to the larger world.

most students ~~are~~ have no significant  
relationships with adults

And many "drop out" of school  
because no one had noticed  
that they had - in fact -  
skipped in

In The Comie Report we  
say that large schools must be  
broken up into smaller units

~~And~~  
Education must return to human scale  
and big student must be  
well trained  
& Cared by a caring mentor

We also ~~need more school~~  
need to overcome the suffocating  
Bureaucracy  
of the Urban school

→ and give more freedom  
with autonomy to the local  
school

I'm suggesting that  
if we want better Urban Education every district

(16) 24

~~This nation~~ should quickly implement the  
recent Governors' Report, ~~that~~, that  
recommended <sup>3</sup> (one) teacher for every 15 students in  
kindergarten through grade three. <sup>Frmkly</sup> The Governors got  
it right.

~~Smaller classes mean more money.~~

And yet, recent polls show that Americans are willing to spend  
more for education if they feel the investment will pay off.  
Further, it's my faith that a good Basic School would reduce the  
high cost of special and remedial education in high school--which  
is expanding at an alarming rate.

The recent High Scope study of the long term impact of  
quality early education concluded that for every dollar  
invested, the payoff is more than four to one.

o o o

I'm talking about reordering the educational priorities of the  
nation by giving more support to early education and more backing  
to ~~primary school~~ <sup>the</sup> teachers.

Indeed, I'm convinced that if we would give as much  
status to first grade teachers as we give to full  
professors, that one act alone would go a long way to  
bring excellence to the nation's schools.





# III SCHOOL SCHEDULE

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IV.

This leads to priority number three.

~~It is~~ <sup>the</sup> ~~time~~ <sup>has</sup> ~~come~~ <sup>to</sup>  
 To strengthen education we also must adjust the school schedule to the changing family and work patterns in the nation--a challenge that goes far beyond the crisis of the poor.

my Grandfather Boyer was born in 1872. He died one month short of his 100th year, and during the century of his life the world became a wholly different place--from his horse drawn plow to John Glenn's liftoff into space.

— now on the moon  
 not walk on

Grandpa had grown up on a southwest Ohio farm. One day when he was 96 I asked him about the schooling he had had. Grandpa said he went to school three years--long enough to learn to read and write. He walked six miles to school, and went only in the winter when he was not needed on the farm.

one room  
 children  
 teach each  
 the other

distance  
 walked  
 directly  
 to the  
 ones  
 age -

When today's school calendar was set almost a century ago--with nine months of study and three months off--over 90 percent of all school age children were, like Grandpa Boyer, living on a farm with mother and father, working hard, and staying home in the summer to "tend the crops." The school calendar mirrored the work and family patterns of the nation.

Today, the world has turned upside down. Less than 3 percent of today's families are on farms. In most households both parents work—away from home;

Further, nearly one in five families is now headed by a woman.

And two-thirds of these mothers work.

About half the children now in first grade will have lived in one-parent homes by the time they graduate from high school.

A mismatch between  
family & school schedule  
Show Day -  
6 & 8 close down  
- love for children  
- program

<sup>believe</sup>  
I'm convinced that, once again, the school schedule and the family schedule should be merged. ~~And I see 3 pieces to the pattern:~~  
~~arrangements match the realities of today's family life and work patterns that did 100 years ago.~~

First <sup>we need</sup> ~~there is~~ pre-kindergarten education.

Already, because of working parents, over 40 percent of the nation's children are in prekindergarten programs.

<sup>will have more</sup>  
And I predict that increasingly schools will be called upon to provide prekindergarten sessions to serve young children who need care outside the home.

<sup>And</sup>  
In fact, the Governors, in their new report urged states to provide quality early education for "at risk" four year olds and "where possible" for three year olds as well. This recommendation touches the realities of life.



Second, we need Enrichment Programs in the Afternoon

Another issue. Today, one out of ten children now comes home to an empty house or apartment. And as this "latch key" problem grows, schools will operate on a longer day, offering after-hour programs such as special studies in science, computers, music or athletics, for example.

Grandchildren in Japan = "Elective" 2-5  
Anti music & TV like

Third, I'm

~~Looking down the road, I'm also~~ convinced that the school

between now & the year 2000

calendar will be lengthened. A three month summer recess made sense when there were crops to be tended and extra hands were needed in the fields. But it's an anachronism now, especially at a time when most parents work outside the home, year round.

We need an optional summer term for children, not for babysitting but for learning. ~~Their needs cannot be magically turned off when school is out.~~



o o o

Here, then, is the pattern I see emerging--<sup>①</sup>pre-kindergarten programs, <sup>②</sup>after-hour workshops, and <sup>③</sup>summer sessions--all to fit the realities of family life and the needs of the children.

The danger <sup>④</sup>is that affluent families will find their own services--summer camps, private lessons, youth clubs, for example--while poor children are allowed to drift.

Take just one example

In 1983, 53 percent of upper and middle income families had their preschool children in special programs, only 29 percent of "at-risk" three and four year olds were so enrolled.

Once again the children who need most help get the least.

If this gap is to be narrowed, new enrichment programs--which I wish to call an Extended School--should be optionally available to serve all students, not just the privileged few.

~~BUT I do not believe these enrichment programs can be loaded on already overloaded schools~~

~~Family must pay for these activities. Rather I believe that families should pay a principle in the program. And the fees should be high enough to make the activities self-supporting.~~

But for poor families children

For those who cannot afford the cost, I urge a state-financed plan that would give poor families a certificate of eligibility--linked to the Federal Chapter 1 guidelines--to be redeemed at the preschool, after-school, or summer program of their choice.

To avoid the Gap -

I propose that families with disabled should pay for the special services

But poor families should get a general grant

to put their child in to enrichment program of their choice

23 30

2 Years ago -  
~~Last night~~ on ABC Special on Illib in America

An 11 year boy in HARLEM SAID HE

"practiced KARATE" EVERY NITE

instead of DOING Homework

Because that's what he needed  
 to survive out in the streets

~~I believe children we need no extended school~~

~~Enrich~~

SOLID  
~~solid~~

If we do not have efficient programs  
 for poor children

After School

In the Summer

to keep them  
 instead of

leaving

Drifting

I'm afraid The Gap between the HAVE & HAVE NOT is this  
 WILL continue to EXPAND. <sup>causing</sup>



IV TEACHERS

(31)

THIS BRINGS ME TO ONE  
FINAL OBSERVATION

IF THE Reform movement  
 is to succeed we must give  
more Recognition & more status  
 to the Teachers

At the Conyie Foundation.

We recently surveyed thousands of Teachers  
 from coast to coast

And we discovered that

many (1/3) say they have NO ROLE  
 in shaping the curriculum they  
 are asked to teach

- o Over 50 percent do not participate in planning their own inservice education ~~program~~.
- o Seventy percent are not asked to help shape retention policies at their school.
- o And over 60 percent are not involved in deciding which students will be "tracked" into special classes.

And then we wonder why many of our most gifted students do not go into teaching!

There are poor teachers in the schools. And for the reform movement to succeed, the teaching profession must ~~be much more~~ <sup>begin</sup> vigorous <sup>to police</sup> ~~in maintaining~~ itself. This nation simply cannot tolerate mediocrity in the classroom.

But it's also true that no profession is made healthy by focussing only on what's bad, or by relentlessly diminishing the status of those who do the work. Indeed, if the reform movement is to succeed we must move beyond the regulations and focus more on teacher recognition.

I find it ironic that while industry now talks about involving plant workers in decisions, the school reform movement risks

And I'm convinced that most school workers could not survive one week in the classroom

There are poor teachers to be sure

And for the Reform movement  
the teaching profession must begin  
vigorously to police itself

But it's also true that no profession  
is made healthy by young only  
or ultra boys

And the tragedy of the Reform  
movement is that teachers

- all too often -  
have been cited ~~as~~  
not as the solution  
but the problem



I'm suggesting that it's time for  
the Reform movement

To move beyond Regulation

& begin to focus on Renewal

Not more  
training  
But more  
creativity

all the hard school = <sup>teacher's role</sup> Discovery Fund: Renewal  
and (don't)  
Fund

So like Federal Leadership is  
Absolutely crucial

30 years ago - in Response to Sputnik  
PRESIDENT DWIGHT EISENHOWER  
proposed a federally funded  
teacher renewal program that  
told the nation

TEACHERS ARE THE SOLUTION

- NOT THE PROBLEM.

What we need today is a new  
TALENTED TEACHER ACT

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That would establish

Teacher Institutes in every  
Region of the Country

to allow gifted teachers from  
all 50 states

to be intellectually refreshed  
spend time with colleagues

To the single trap that college  
professors take for granted

~~be also~~

we also need <sup>only</sup> scholarships for  
gifted high school students  
who agree to teach in public schools

often all we reward students  
who join the peace Corps overseas

why not reward students  
who teach in the  
Inner city here at home



MARTIN LUTHER KING declared that

"Everybody Can be great  
Because every body Can Serve."

And may I suggest to the Next  
President of the United States ~~that~~

that the young people of this nation  
are ~~+~~ more than ready  
to be inspired by a larger vision.

I propose that the next president  
make teacher excellence a National Crusade

And be more concerned about  
getting outstanding teachers into classrooms

Than getting <sup>systems</sup> weapons into space

ONLY THEN. WILL THE FUTURE OF THIS NATION  
BE SECURE.

1000 0000 8536  
Conclusion

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Here then is my conclusion

Since 1983 -

we have had in the United States  
one of the most sustained & consistent  
periods of school reform in the  
history of the nation

But if we stop now,

we will have failed.

78 success

- ① we not related the connection between parent & school = and with local primary in urban school
- ② we not focus on the early years for all students & measure the quality of school
- ③ we not adjust the school schedule calendar & school to the realities of working life
- ④ All alone all we not give more regulation & support to the teacher & from looking at the local school



John Groche promised to put

(40)

A system is now finished

You can't build it  
And leave it standing

As the Pharaohs  
Did the pyramids

It has to be Recreated  
For each new generation

And I believe the most urgent  
of causes just

(are) generation and comfort  
is the rebuilding of the  
Nation's schools