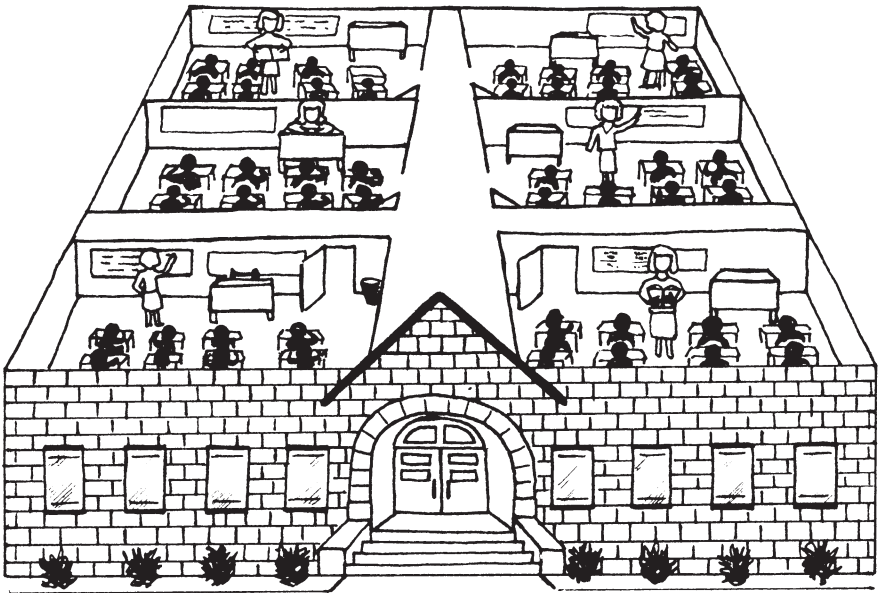


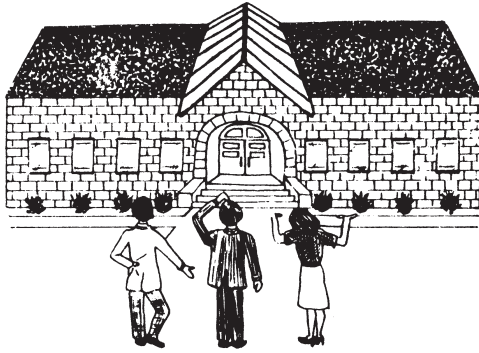


The
PROBLEM
with
PUBLIC
EDUCATION
Is
ADMINISTRATIVE



by
JAMES M. CARROLL

The modern day school is still just a lot of one-room schools under one roof, with each “schoolmarm” doing his or her own thing.



Don't be perplexed if you don't know what's going on inside. The Department of Education in Washington, D.C., State Departments of Education, School Boards, Superintendents, and Superintendents' supervisory staffs don't either.

ACKNOWLEDGMENT

Many thanks to Barbara Overton for her invaluable help in preparing the manuscript for this book.

THE PROBLEM
WITH
PUBLIC EDUCATION
IS
ADMINISTRATIVE

JAMES M. CARROLL

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TABLE OF CONTENTS

1. Major Problem With Public Education	1
2. Three Steps to Success	3
3. Master-Plan	6
4. Person On White Horse.....	9
5. Discipline	11
6. Three-step Discipline Process	14
7. Students' Reflection of Parents	15
8. School Board's Policy on Discipline	19
9. When Everyone Knows	20
10. Entire System to Blame	21
11. Department of Education	24
12. Research and Development	26
13. Local School Board Misconception	28
14. Teacher Is Last to Blame	29
15. Teachers: The Scapegoats	31
16. Role of Teacher Must Be Changed	33

17. Evaluation	35
18. Tenure	38
19. Teachers' Salaries.....	41
20. Innovation	43
21. Certification.....	46
22. Student Teachers	51
23. Teachers' Unions	52
24. Testing Students	53
25. Social Promotion	55
26. How Textbooks Are Selected	58
27. Misconception About Quality Education	61
28. Jobs After Education	64
29. School Helps Children To Become Criminals.....	67
30. Summary	69

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- * Nature's Basic Law of Economics
- * Three Steps To Success
- * Problems Of Public Education Is
Administrative
- * 17 Commandments Not From Heaven
But From Earth
- * Born Out Of The Sun

PREFACE

The purpose of this book is to show that the major problem with public education is an administrative one.

All administrators including those in the National Department of Education, the State Departments of Education, the school board members, the superintendents, the supervisors, and the school principals do not know what it is they are supposed to be doing.

From the beginning of time, all successful people, successful enterprises, etc., have followed three simple steps to success: Having an objective, formulating a plan, and implementing action.

School administrators violate the first step, which makes it impossible for them to follow the other two steps. They do not have clear-cut objectives, much less a plan that will accomplish the objectives when given action by the teachers.

Consequently, every teacher is left to do his or her own thing, rather than follow a successful plan that reaches the objectives.

When administrators at the local level have clear-cut objectives for each course being taught, a proven plan that will reach these objectives, and then see that each teacher is following that plan, the public will have the kind of educational system it wants and is already paying for.

With the slipshod method of teaching without clearly defined objectives and a foolproof plan for reaching the objectives and proper supervision, the public should be thankful that public education does the job it is doing.

The problems of public education can be solved by simply following the three simple steps that make anything a success: objective, plan, action.

Until everyone knows what it is he is supposed to be doing, he cannot be held responsible.

The modern-day school is still just a lot of one room schools under one roof, with each "schoolmarm" doing his or her own thing.

MAJOR PROBLEM WITH PUBLIC EDUCATION

The first major problem with public education stems from the original concept of education: A “schoolmarm” that decided on the objectives and plan and then gave the action. This was fine for an almost 100% agricultural society.

The one-room school with a “schoolmarm” has not really changed. When a person looks at the outside of a modern-day school, he has a difficult time realizing the structure actually houses a series of one-room schools with a “schoolmarm” under that one roof.

In order for schools to be what they ought to be, we are going to have to cut the tree limb off, up-root the old tree and plant a new tree with a Master-plan for education. Included in the package will be a Master plan for each part of a twelve or thirteen-year educational system with a particular plan for each subject in each year. Someone must then see that all the parts fit together on a day-to-day basis, because ultimately all the parts

must fit back together so that the objectives of the Master-plan can be accomplished.

The teacher must be a specialist in this new modern day “high-tech society.” He or she is the action part of clearly-defined objectives and must have a proven plan for reaching these objectives.

The “schoolmarm” concept may have been great when everyone rode a horse, but for the “high-tech society” the “schoolmarm” must be replaced.

**No one person
can be expected
to be everything,
doing his own
thing—
Not even a teacher.**

THREE STEPS TO SUCCESS

There are three simple steps that all people who have been successful have followed from the beginning of time. These three steps are clearly stated in every success book on the market. Every successful business person knowingly or unconsciously uses these three steps.

To accomplish anything, a person must first know what it is he wishes to accomplish. He must see the objective as clearly as a mountain climber sees the top of the mountain that he is going to climb. (Step one: Objective)

Once one has decided on what the objective is, he then develops a plan that will get him from where he is to where he wants to go and refines the plan until it is sufficient for reaching the objective. (Step two: Plan)

After the objective has been chosen and a plan has been developed for reaching the objective, the only thing left to do is put the plan into action. This is the job of the teacher. (Step three: Action)

The school system already has the people in place from the superintendent to

the teacher for doing an effective job. The thing that is missing is an adherence to the three steps for success.

Neither the experienced nor the inexperienced teacher has the time or know-how to establish objectives as they fit into the total plan of educating children and do not have the time or expertise for developing a plan. The teacher's job is the action part of the three steps. A Research and Development Department should be the objective finder and planner.

Supervisors and principals should see that the teachers supply the action for the success plan. The problem with public education is that it violates the first and second steps of the success plan, leaving the whole ball game to the discretion of the teacher when the teacher should only be the action part.

It is the opinion of this author that everyone in the educational system will do his or her job once he or she sees clearly what the job is and discipline is maintained as should be so the job can be done.

- **OBJECTIVE**
- **PLAN**
- **ACTION**
- **DISCIPLINE**

MASTER-PLAN

What public education needs is not a Master-teacher, but a Master-plan that any teacher can follow.

Public education has no Master-plan for educating students. If twelve years are taken from a student's life, should not every day of the student's learning process come under a Master-plan? Should we not know of what an education is supposed to consist? Should we not know what kind of product is expected after a twelve-year process? Where is the Master-plan?

There is no plan that will substitute for having a Master-plan. In this plan, objectives are clearly stated, accompanied by a plan that will reach those objectives. An administration then gives the teacher a right to teach by allowing the teacher to dismiss any student disturbing the learning process and seeing that the teacher does teach.

More money should be spent on education; teachers' salaries should be higher. However, until the plan is worked out first, spending money will not improve the quality of education.

There is no way to evaluate a Master-teacher until the Master-plan has first been evaluated. The reason that there is no meaningful evaluation of teachers is that it is not possible to evaluate something until a person first knows what is to be evaluated.

There is, was, and always will be three simple steps to achieving success at anything: Objective, plan, and action.

How can a person develop a plan until he first knows what the objective is? How can he reach an objective unless the plan has been proven to work? How can a teacher be held responsible for the action part if he or she does not know what the plan is that is supposed to be followed?

The road to success is so simple that most people fail to see it. They look for the complicated and overlook the simple thing that always works, because nothing works until it is made simple so the human species can see and follow.

A Master-plan consists of the following: Realizes what it wants (Objective), has a method for getting what it wants (Plan), and sees “that the plan is followed by all teachers (Action).

A state can spend more money on illusions and get nothing more, or that state can provide a Master-plan that will develop a Master-teacher and accomplish more without spending any more money.

The pursuit of the complicated is a facade. Following three simple steps is the real thing that will automatically bring success:

**Objective
Plan
Action
Discipline =
Master-teacher.**

PERSON ON WHITE HORSE

In order for every business to be successful, there must be one person in charge who knows what the objectives are. That individual must have the entire puzzle before him or her. Then he or she must cut it into pieces, giving the many pieces to many people. This person must have a system of supervision which sees that each piece fits back into the whole on completion.

The second major problem with education is that no one is really in charge because no one knows what the whole puzzle is or how all the pieces are supposed to be fitted together. Even though there are paid positions for each piece of the puzzle and a person who is paid to sit on the white horse, administrators have not found the saddle yet.

A person might argue that a slipshod system with everyone doing his or her own thing, without knowing how it fits into an over-all picture, produces a better all rounded education in the long run. However, if we want to make certain that all students learn the basic fundamentals of reading, writing, mathematics, science, etc., someone must

be put in charge who has all the clearly-stated objectives and a proven plan for the accomplishment of those objectives clearly in mind. He or she then can find the saddle for the white horse and get on it.

**Everything
must start
at the
top and flow
to the bottom.**

DISCIPLINE

The third major problem with public education is lack of discipline. Of course, the first problem is a lack of clearly-stated objectives with a proven plan for accomplishing them.

It is shameful that a few individuals in each class are permitted to disrupt the entire learning process.

There is only one solution to the discipline problem in the classroom. Every teacher should be required to follow the plan for reaching objectives, and all students who do not wish to participate should be removed from the class on command of the classroom teacher. Teachers should not have to “skin their own skunks” or even waste time trying to do so. The classroom should be a place for learning and teaching without any interruptions.

If administrators had objectives to meet for which they were held responsible, they would not permit any student to disrupt any class more than once. They would “skin all the skunks.”

Administrators should be given the authority to discipline children, and they should use that authority and should be backed-up by the local, state, and federal governments in doing so.

If every student knew that the classroom was a place that he or she could not disrupt, he or she would quickly get in line. The teacher must be able to disallow anyone in the classroom who does not obey his or her rules.

All the money in the world will not buy for public education what clearly-stated objectives with a plan, and the teacher with authority to remove from class those unwilling to learn, will buy.

The question is: Why allow the 10% of students who do not want to learn the capacity to prevent the other 90% who do from getting an education? It just doesn't make any sense.

You can blame the teacher if you like, but it will not solve the problem. Teachers will do a much better job any time the objectives are clearly spelled out, and they are given the opportunity to teach without interruption.

The problem of public education can be solved without costing any more money by

simply following the three steps to success at anything and having a disciplinary system that parents, administrators, teachers, and children follow.

**No amount
of money will
buy for education
what a three-step
discipline plan will
without costing
one dime.**

THREE-STEP DISCIPLINE PROCESS

1. Teachers must have the authority to dismiss from class any student who is disruptive.
2. Principals must then call the student's parent or guardian and tell him or her to come for the student who has been dismissed from class.
3. Parent or guardian must come for the student immediately, even if the school has to pay cab fare.

**The Buck
Must Stop
With The
Parent or
Guardian.**

STUDENTS' REFLECTION OF PARENTS

The kinds of students the school system gets are reflections of their parents. If a child has not been taught to be responsible, with some self-discipline by the time he or she starts school, he or she is not going to get along well at school and will cause problems.

The best advice I could give parents is this: The moment the umbilical cord is cut, start to teach your child to be responsible. Being responsible is the key to a child's doing well while in school, as well as after he or she finishes school. Most jobs do not require the mind of a genius. They just require the ability to carry out a project once it's started.

Principals must have the right to call parents when a child is put out of class by the teacher. Parents must pick the child up and keep him or her until the parent and child have satisfied the principal that there will be no further interruption of the classroom procedures or send the child to an alternative school.

The parents are fully responsible for the behavior of the child. Children act at school the way they are permitted to act at home. The buck must stop with the parents.

Public schools must have the same right to dismiss students who insist on disruption of the educational plans with the same haste that private schools can dismiss their students.

Instead of the principal having to take the child before the Board of Education for dismissal, the principal must be able to dismiss the student at his or her discretion. In order for the student to get back in school over the principal's objection, the student would have to take the principal before the Board of Education.

Public schools should be required to take every Tom, Dick, and Jane, but at the same time be required to keep only those who want to be taught without interrupting the teacher and the learning process.

If the Board of Education really wanted to do a good job, instead of tying the hands of administrators, they would find their backbones and give principals the authority to discipline students that teachers have dismissed from classes.

If a student or the student's parents are not interested in that child obtaining an education, the student can at least sit quietly in the classroom and keep his or her mouth shut and his or her hands to himself or herself.

Since children are reflections of their parents, parents should either teach the child to behave properly and have good manners or keep the child at home.

No matter how much money is spent on public education, the job will not be done well until teachers do not have to discipline children, but instead may spend their time teaching.

Principals must have the authority to discipline; teachers must be allowed to teach. More can be accomplished by following the three steps to success and by having a disciplinary policy that everyone understands than can be accomplished by spending more money.

**The buck
must stop
with the
parent or
guardian.**

SCHOOL BOARD'S POLICY ON DISCIPLINE

100% backing of absolute authority for teacher to dismiss student who disrupts class.

100% backing of principal to require parent to come for child.

Parent and principal must assure the teacher that the student will no longer disrupt class or send the child to an alternative school.

WHEN EVERYONE KNOWS...

When school boards, superintendents, principals, parents, and students understand that there is an effective three-step disciplinary plan, the problem of discipline will no longer exist.

Teachers then can be held responsible for students who have the ability to reach clear-cut objectives.

ENTIRE SYSTEM TO BLAME

To single out an individual teacher, a principal, a supervisor, a superintendent, or a Board of Education for criticism would be unfair. The entire system is to blame, from the National Department of Education to the State Departments of Education, for not recognizing the real problem of education.

All things, good and bad, flow from the top down. Unless the National Department of Education establishes specific objectives for the nation and funds a Research and Development Department that will develop fool-proof plans for reaching those objectives, there are apt to be as many different objectives or lack of objectives as there are states.

Unless the State Department of Education for each state takes the objectives and fool-proof plans of the national government and enhances those objectives and plans, there are going to be as many school goals or lack of goals as there are local city school boards and county school boards.

We will always have a slipshod educational system until the Department of Education gets in the business of education,

rather than trying to get out of the business of education. If this does not occur, we will continue to fly by the “seat of our pants.”

Standards must be set at the top that will permeate the whole educational system.

If you really want to blame someone for the shoddy conditions of education, the proper people to blame at any time are the President, Congress, the Secretary of Education in Washington, D.C., and state governors.

When a person considers all the many people who are trained to work who are unemployed and many other people who are over-educated for many jobs, one must ask if there is anything wrong with the educational system. One must also inquire: Is there something wrong with politicians who cannot utilize the brain power that the educational system turns out, but instead leaves those people on welfare rolls and in unemployment lines.

When the Federal government takes its responsibility as employer of last resort and people are given jobs, rather than unemployment checks and welfare, the educational system will be able to more clearly

decide on the objectives to be accomplished and develop plans for accomplishing those objectives.

**EDUCATION
Must lead to
a job...not
unemployment
and welfare.**

DEPARTMENT OF EDUCATION
Sec. of Education (D.C.)

If the Department of Public Education wanted to make a sound contribution to education, it would develop a Research and Development Department for accomplishing the national objectives of education. This would be far more beneficial than spending time bad mouthing education, especially teachers.

There is nothing wrong with the teachers that are already in the system. They just need to be paid a livable wage so they can devote full-time efforts to actually doing and thinking about teaching, rather than moonlighting in order to pay their bills and stay in the system.

The Department of Education should be about the business of establishing clear-cut national objectives for education and funding the research, rather than figuring out how not to do its job.

The key responsibility of the Department of Education is to establish objectives, accompanied by a fool-proof plan that will

teach each generation the basic fundamentals
that all past generations have established.

**The Federal
Government
must establish
objectives, develop
plans, and let
teachers follow
the plans to the
objectives.**

RESEARCH AND DEVELOPMENT

Rather than spend more money on the many aspects that most people want spent on education, money could be better spent by developing a Research Department for determining what it is we want our educational system to be. Then, establish clearly-defined objectives for each course and also develop a plan that the teacher can follow to reach those objectives.

It would be very simple to produce a full-length movie on World History by using the best techniques of the movie-making industry. Copies could be made available for every school system in America.

To use slipshod, hit or miss methods of teaching by the various history teachers in America presenting the same idea is absurd. Actually, it would cost far less and be more effective to produce the very best materials and make them available to every teacher.

For an educational system to spend the billions of dollars it does in such a haphazard way is something that would disrupt IBM if the same research and development methods were used. If IBM had turned its ideas over

to employees for them to do their own thing without having the ideas fit into a well-organized plan, IBM would have gone by the wayside long ago.

**Why shouldn't
the educational
system design the
objective
to be accomplished
before the money
is appropriated?**

LOCAL SCHOOL BOARD MISCONCEPTION

The objectives for public education must be set at the national level.

The basic requirement of science, math, English, health, engineering, etc., do not change from state to state, county to county, or city to city. There may be some type of educational course that would only apply to one city, but I cannot think of one.

It would be the job of the Federal government and the State government to set the objectives, develop plans for reaching those objectives, and pay the total bill of education and let the local school boards handle bickering.

**Local School Boards
must find their
backbones and back a
three-step
DISCIPLINE PLAN
if education is to
be improved.**

TEACHER IS LAST TO BLAME

To blame any teacher for what the educational system is doing or not doing is an insult to every person who is a good or a bad teacher.

To place an experienced teacher, much less an inexperienced teacher, in a classroom with thirty students without having a plan for accomplishing well-defined objectives and without any kind of disciplining system enforced by someone outside the classroom is foolish.

Even if there were well-defined objectives and a fool-proof plan for accomplishing those objectives as well as a disciplinary system which permitted the teacher to teach, the administration would still have to assume the responsibility for seeing that the objectives were accomplished.

There is not a single situation or a single teacher that can be blamed for the success or failure of education. Only a system with a person in charge and on the white horse can accept blame or take credit. Everything starts at the top and eventually permeates everything else below.

To climb the tallest mountain, one must first find that mountain; develop a plan for reaching the top, and start climbing. If a rope unravels, there must be a Research and Development Department that can make a better rope that won't unravel.

BLAME
The Administration
Not The Teacher
If you must blame
someone.

TEACHERS: THE SCAPEGOATS

Anyone who thinks that a teacher does not have a busy day should listen to his or her voice and follow his or her footsteps for a few days.

A teacher is not given clear-cut objectives accompanied by a plan to reach these objectives. A teacher is not offered the opportunity to teach by having an administration that solves discipline problems so the teacher can teach. Therefore, the teacher often spends much time in frustration, trying to teach ill-conceived, non-related objectives to a group of students who are unwilling to listen and an administration that is unwilling to take the responsibility for discipline.

Teachers not only could, but also would do an excellent job of teaching a proven plan for reaching an objective if they had an administration that would maintain an atmosphere of discipline conducive to teaching.

Instead of teachers following a proven, successful plan, they must develop their own objectives whether related to any other objectives being taught in other classes.

If a teacher wishes to be a Master-teacher, he or she has a better chance of becoming one by not sending administrators discipline problems or “rocking the boat.”

Before a teacher can be properly evaluated, he or she must first have a program with a plan that has already been evaluated and have proper supervision for putting the plan into action. Until the day arrives that administrators open their minds to the real problem of education (define the objectives, develop plans that will reach those objectives and see that teachers put the plans into action), and give teachers the right to remove any student from class unwilling to behave, teachers will still be the scapegoats for the failure of education.

**A Master-plan plus
proper supervision and
discipline will produce
Master-teachers.**

ROLE OF TEACHER MUST BE CHANGED

The idea that a teacher is supposed to take a textbook the way it is written, decide on an objective, develop a hit or miss plan for teaching the objective, control thirty students, and teach at the same time must be changed. Not even a teacher is that super!

The teacher must be a director of a well-thought-out program. This program should have spelled out clearly all the objectives to be reached. Each objective should have a proven plan for reaching the objective. The teacher should have the necessary materials and equipment to reach these objectives and have absolute disciplining control.

Any teacher, whether a newly-hired teacher or a substitute teacher, should be able to pick up the program any day and do that day's required work for meeting the objective.

The teacher must have the authority to remove from class anyone who does not wish to participate in the program. Everything must shift from nonsense to sense.

Consider that there are 168 hours in a week. After a child sleeps, eats, and goes to school, there is still twice as much time left in the week than is required in school.

The student spends thirty hours a week in school for only thirty-six weeks out of the fifty-two-week year. School should be a serious business from the moment a student sets foot on school property until he leaves school property.

The teacher can only be one major part of the success plan--the action part.

Being everything is too much for one human. The role of the teacher must change from being “everything” to being the action part of a successful program.

**The teacher is
the action part.**

EVALUATION

Any evaluation of teachers must start first with the evaluation of the program, evaluation of the students to be taught, and an evaluation of the supervisor and principal to see if they understand the objectives that are to be accomplished. In addition, an evaluation of the plan that is to be used in the accomplishment of the objectives is necessary.

“Getting the cart before the horse” or “the horse before the cart” may not be an accurate expression, but it is absolutely essential that the program and administrator of that program be evaluated before the teacher can accurately be evaluated.

The major reason teachers are not evaluated properly and, consequently, those teachers who are incompetent put on tenure is because those responsible for evaluating teachers do not know what it is they are supposed to be evaluating. Therefore, any attempt at evaluating teachers turns out to be an insult, not to the teacher, but to the would-be evaluators.

The process of evaluation is simple: First, have a program that is competent; second have an administration of that program that is competent third, test the student's ability to reach the objective to be taught; fourth, constantly evaluate the teachers to see if they are doing the job they are supposed to be doing; fifth, check the students regularly to see if they are reaching the objectives.

What must be decided is this: do we want a slipshod, every teacher do his or her own thing (which may in the long run the best) type of program, or do we want a structured system that will reach definite objective? All we need do is answer these questions and decide which course we want to follow.

If we like things the way they are, we ought to shut our mouths and find another football to kick. If we want to accomplish certain objective, it will take a structured, no-nonsense system. This type of system would be one in which definite objectives are decided, definite plans developed that will reach those objective, and an administration that sees that teachers put the plan into action.

It is the opinion of this author that each generation's children should be inculcated

with the basic fundamentals of all past generations so they can improve the quality of life as much as the generations of the past have done. The only way to do this is by having a highly structured system, backed-up by a sophisticated Research and Development Department of Education, which replaces old methods used in reaching objective when new ones are proven to work better.

**Only a highly
structured system
can do the job.**

TENURE

The first point to make about tenure is this: The first reason for removing a teacher from tenure is his or her being incompetent. “For anyone to retain tenure who is incompetent is strictly a fault of the administrative system.

However, the reason a teacher who is incompetent is not removed from tenure is due to the incompetence of the educational system by not having clearly-defined objectives with fool-proof plans for reaching those objectives, followed by a fool-proof evaluation system that can easily tell who is and who is not acting on the plan.

By not having a plan, that administrator is held responsible for there is no way to evaluate a teacher or the accomplishment of the student.

The second point about tenure should be the first point: The one positive thing the educational system has going for it is tenure. Tenure removes the politics. Tenure gives the educational system what little stability it has.

A person must keep in mind that all teachers. Are required to complete three

successful years in most school systems before they are given tenure.

But, as long as the criterion for being a good teacher is one who can “skin his own skunks” and not send the administration any discipline problems, being put on tenure may simply mean that a lot of people who can “skin skunks” but can’t teach, will be put on tenure.

The job of a teacher should be to take an idea clearly in his or her mind and have a plan by which to explain that idea to the minds of the students being taught so they can visualize the idea as clearly as does the teacher.

Teachers who are incompetent should not be given tenure, and teachers who change their performance level should be taken off tenure.

Until the day arrives that the school system follows the same success plan that all business and other successful people follow, teachers will be given tenure based on “skinning skunks” rather than teaching abilities.

It is difficult for a supervisor or principal to evaluate a program if he or she doesn't know what the program is supposed to be.

- **Evaluate the program**
- **Evaluate the administrative staff**
- **Evaluate the student's ability**
- **Then evaluate the teacher**

TEACHERS' SALARIES

Teachers should be paid enough money so that they can devote their time to teaching and not have to moonlight in order to stay in the teaching profession.

If the pay of teachers were doubled, it would not solve the true basic problem with education. Until the educational system decides to use some instruments for flying and stops letting the whole system fly by the "seat of its pants," any increase in pay for teachers will not improve education.

The system can be greatly improved by developing a Research and Development Department for creating plans, which would strive toward reaching definite objectives, and give teaches the authority not to allow anyone in his or her class who disrupts the learning process.

It doesn't matter what kind of disciplinary system the administration develops for handling students who have been dismissed from the classroom for disruption. The only authority the teacher needs is the absolute authority to remove disruptive students from the classroom without having to slow down

the learning process any longer than the time necessary to show the student to the door.

More pay for teachers— YES, but along with it, give them defined objectives with a fool-proof plan for reaching those objectives and the absolute authority to dismiss anyone not interested in learning and unwilling to let those who want to learn do so.

**More money
for teachers—
but don't expect
anymore until
there is a
Master-Plan.**

INNOVATION

The one major innovation made in education is the misconception that learning must be all fun and games. Every person since Aristotle who has tried to educate himself has discovered a painful thing that requires not only pain, but also hard work.

We innovated the school system with modern math and failed to teach students arithmetic, which is necessary to know even when a person goes to a convenient store.

I am not suggesting that there is anything wrong with modern math; it has its proper place in the math department. We do not need everyone in America to be a mathematician, but every American should know the fundamentals of arithmetic.

Every fad that comes along is adopted by some well-meaning parent or educator as something every school should have without that fad being evaluated by a Research and Development Department to see if it is something that would be of value.

The trouble with innovations that are put in school systems without proper evaluation is that one school in a system gets one, and then

every other school thinks it is being cheated unless it gets two. How the innovation fits into the over-all program is not important, just as long as the other schools get one also.

It seems today that the school system is on the innovation kick of using computers. Computers are, of course, very important, but they should be used properly in well defined programs where objectives can be accomplished with the use of a computer.

Many parent groups are already in the fund-raising business, using student labor and school time to sell products in order to buy computers. These groups have no idea how those computers will fit into a well-organized plan for their schools. If some other school in the system has a computer, their school must also have one.

The educational system should use every bit of technology from the field of science and industry to better teach its students, but the technology should fit into a program properly.

**Innovations
YES
After they have
been evaluated
but not before.**

CERTIFICATION

Aside from the innovations that have taken place, the educational system has also been certified to death.

One of the major reasons for the many different certifications that are required by the educational System stems from the many state universities.

It is important to bear in mind that the colleges and universities are also businesses that stay in business by marketing certificates and degrees. As to whether a certificate is needed or a diploma is necessary for continuing in a position is not important, but whether it brings more business in to the educational institution is the factor.

It is not being suggested that a college degree is unnecessary, but rather to point out that the degree is only a piece of paper and gives the illusion that one is educated.

Every teacher should spend his or her entire career trying to learn something after he or she earns a degree. Acquiring a college degree falls into the category of “A little learning can be a dangerous thing” if one ever believes himself or herself to be

educated. Most people who endure the pain of getting a basic education discovers with every new thing they learn just how ignorant they actually are.

The kinds of courses that a teacher training, curriculum should offer are as follows: The subjects that thoroughly cover the areas the teacher will teach and many classes on how best to present the course material to students.

A few high flung courses in education and one quarter of practice teaching do not qualify anyone to teach anything.

If the school system had definite objectives to accomplish and plans for attaining these objectives, a student studying to be a teacher could spend the last two years in college practicing the presentation of the plan for reaching the objectives. Then a certificate should be issued stating that the teacher not only knows the subject being taught, but also knows how to present the material effectively.

An effective businessperson defines clearly the objectives he wants to reach, develops a plan that will reach those objectives, and hires people who want to put

the plan into action. Therefore, the person who works for that company could never use as an excuse that he or she does not know what is supposed to be done or how to do it.

Teachers often work for years without having anyone really know what he or she is supposed to be doing.

If a company's business were operated the way the public educational system's business is operated, the company would be out of business or perhaps would never have gotten in business at all.

It is not meant to imply that all is bad about the educational system. America is a great country with a superior culture in which education has and is playing a major role. It could be that the "slipshod" way in which it is operating is the best--who knows?

From my experience, the system is as good today as it was twenty years ago. There has been no change in the way things are done. Neither can I remember any changes since I began as a student forty-seven years ago.

The school system is what it has always been: A one-room class with a teacher doing things his or her way. The only difference is

that there used to be one-room schoolhouses. Now the individual one-room classes are consolidated under one roof.

The certification that teachers need is one that says they know the subject matter to be taught and how to present it.

Who is to say that a person with a B.S. Degree, or someone with no degree who has a head full of good sense, wouldn't make a better supervisor, principal, or superintendent than someone with a M.S. degree or Ph.D.? What do advanced degrees really mean, if anything, except another way that colleges and universities do business? Until the day arrives when objectives are spelled out with plans that will accomplish them when put into action, no one will be held responsible for "whatever is being done." No judgment can be made as to who can do it best.

**Certifications
should say the
teacher knows
the subject and
how to follow the
plan for reaching
the objectives**

STUDENT TEACHERS

To understand the slipshodness of education, one must look at how practice teaching is conducted.

During his senior year in college, usually the last quarter, a student teacher is sent out to a local school where he or she takes over the teaching responsibilities for a teacher, under the teacher's supervision.

Why shouldn't the student teacher spend the last year studying the subject he or she is going to teach? Thus the subject could be taught to other student teachers in teacher-training classes, using appropriate methods.

When a teacher is hired, he should thoroughly know the subject he is going to teach and have a plan that has been approved for teaching the subject. In addition, his certification should attest to the fact that not only does he know the subject, but also that he knows the best methods for presenting it to the various types of students he will encounter.

TEACHERS' UNIONS

Heaven only knows how bad the teaching profession and education would be without the efforts these unions make for education.

Despite what you think of the NEA, AFT, or the local and state divisions of these organizations, each one has always taken the high road and thought of the student first and the teacher last.

TESTING STUDENTS

No teacher can be expected to make a scholarship winner out of everyone.

Students must be tested at the beginning of each class to find out what can be expected of each student.

The teacher must be held responsible for the progress of the children who have the ability to progress.

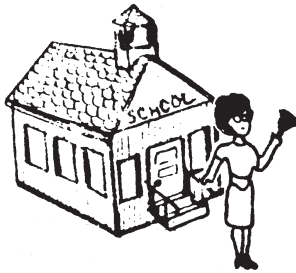
Principals and supervisors must be held responsible for the teachers accomplishing the objectives.

But the house must be set in proper order before anyone can be held responsible.

That order is as follows:

- 1. Clearly-defined objective.**
- 2. Students who have the ability to reach the objectives.**
- 3. A fool-proof plan for reaching the objective.**

4. **An administrative staff who knows what the objectives are and the plan for reaching them. They can, therefore, give proper supervision to the teacher.**
5. **Absolute discipline maintained.**
6. **Teaching, the action part of the program, then can be completed.**



SOCIAL PROMOTIONS

Social promotion is an excuse for the lack of an effective self-evaluating program with clearly-stated objectives, an effective plan for their execution and a proper supervisory staff who knows what the objectives are and will see that they are accomplished.

The first question must be answered: What is social promotion? Social promotion occurs when a child has been permitted to fail for a period of an entire school year and then promoted to the next grade, where he or she has no chance of being successful, so that he or she will be in the same grade as the age group of his or her fellow students.

This type of promotion must be maintained throughout a child's twelve years of school because the child continues to get farther behind and more incapable of performing at the grade level in which he finds himself or herself year after year.

In order for a child to be successful in school, he or she must progress on a day-to-day basis. It is understandable that a child might fail for a day or perhaps for a week before action is taken for that student to

repeat what has been failed. However, to wait until the end of the first year to find that a child has failed and then set into motion total failure for the rest of his or her life through social promotion is doing the student a severe injustice. Not seeing that the child learns what he or she should on a daily basis is certainly proof that the school system does not know specifically what the child should accomplish each day.

A social promotion is merely a continuous, creative discipline problem for every teacher of that child. This problem exists twelve long years for the teacher and, seemingly, much longer for the child. If a child does not learn the 250 words he should have learned in the first grade, he or she cannot be expected to learn the additional 300 words in the second grade, and so on through the other grades. In order for the child to survive in class, he must do what he or she can do and that is disrupting whatever is being done in class.

The sadness of social promotion is that it cheats both the student being promoted and the regular student who is successful,

because of the disruption of their learning processes.

If a child has learning difficulties; why should it take nine months to have an evaluation made? There should be a day-to-day evaluation and program in place to help those who fail the first time, the first day.

Clearly-stated objectives which are accomplished on a daily basis is the only answer to avoiding social promotion.

**Why wait
for a year?**

**Six weeks is
too long!**

HOW TEXTBOOKS ARE SELECTED

Some school systems use a method of selecting textbooks that tells a great deal about how haphazard the system functions in other areas.

Publishers submit various books for evaluation as a suitable textbook for a particular course. Teachers from several schools look at these books and have an influence on which books are adopted for use. It is anyone's guess as to how these books would fit into a well-thought-out program with definite objectives to be accomplished.

The pertinent questions are these: Shouldn't textbooks be selected on the basis of how they will fit into the plan for teaching objectives, rather than merely a way to spend money that has been appropriated for new books? Why would money be appropriated for new books unless the books have already been selected that will be needed to accomplish the objectives?

Publishers do not have to publish books that are designed to fit into a well-thought-out program, but only books that are designed to sell, without much thought to content.

When the educational administrators know what is to be accomplished and have a plan for achieving that goal, textbook selection will be handled quite differently. Textbooks will be designed according to instructions from the system buying them. They will have a definite purpose.

Since basic fundamentals do not change and new fundamentals are discovered slowly, changing textbooks every few years is a big waste of money.

When objectives are spelled out in textbooks and clear examples and instructions given so the students and parents can understand, education will greatly improve. Textbooks can be updated with each new edition, and millions of dollars can be better spent. Often the books do not fit into any purpose, and, therefore, end up in the used book room until it has been filled. Then, the books are transferred to the Board of Education's storage room.

Clearly-defined objectives with textbooks that explain those objectives will make it unnecessary for teachers to spend time selecting textbooks they do not need

and to spend millions of dollars of tax payers' monies unnecessarily.

Who decides how textbooks are selected--the administration or the teachers? The answer is obvious. If administrators knew what they were doing, would textbooks be selected in such a haphazard manner? You figure that out for yourself!

**Textbooks
should be made to
order— not
selected after
they have been
printed.**

MISCONCEPTIONS ABOUT QUALITY EDUCATION

Due to the fact that school systems do not have established objectives and a plan to accomplish those objectives, a person must question the often-heard proposals that could supposedly produce quality education.

Misconception 1: Lower Pupil-Teacher Ratio

Having twenty students in each classroom has long been the magic number.

Without objectives and a plan, how will twenty students plus one teacher produce a better learning situation than thirty students plus one teacher? It is also assumed that there would be fewer discipline problems with only twenty students in each class. What will happen is that the discipline problems will be redistributed, not solved. Is one to assume that a school with no plan for discipline in a class of thirty students is going to be effective in the discipline of twenty students per class?

Misconception 2: Teacher Aides

Having more people to educate children will not produce quality education if those

extra people do not know the objectives and follow the plan.

Misconception 3: More Money Per Child

Spending more taxpayer dollars per child is supposed to be one of the most important factors in raising the level of education. A component of the funding argument is that raising teachers' salaries will help raise the quality of education. Ultimately, more money per child and more money for teachers' salaries will be more money spent on non-existent programs.

Teachers should receive more money, but only because they deserve the additional dollars as employed persons in the economy, not because of the misconception that higher teachers' salaries necessarily mean higher educational standards and quality. Teachers will become more productive when they have a plan to make them more productive.

Money should be spent on an Educational Research Center that examines the needs of students and the society, formulates those needs into objectives, and develops a plan to reach the objectives. The research center should then design the best methods for

implementing the plan, challenging such misconceptions about “20-1 pupil: teacher ratio,” and “live lecture.” It may be that for some courses a 20-1 pupil-teacher ratio is too high. For other courses, it may be that over thirty students could be taught more effectively by a Hollywood produced film presentation, rather than hear the information from not-as-prepared Miss Jones.

Until the misconceptions about public education are examined and the traditional practices re-evaluated, public education will continue to drift along without purpose, without plan, and wondering why Johnny can’t read and why teachers don’t teach. Education itself will continue to be the misconception that twelve years and a diploma result in a productive human being ready to take his place in the society.

JOBS AFTER EDUCATION

All education, as a first responsibility, must lead to a job.

America is great due to its educational system. If politicians had any intelligence at all, they would realize that the government is the only entity large enough to create a Reserve-Retraining Work Force so unemployment can be abolished from America.

Since unemployment is and has been the root cause of problems from the beginning of time, any society that will not provide a job for anyone who wants to work uses poor judgment.

An individual or a private business or a corporation is not large enough to guarantee every person a job, but the Federal government is. The sad thing about not providing everyone with a job is that it costs ten times more money, to say nothing of lost resources by non-productive people, than it would to fund a Reserve-Retraining Work Force.

Every private business could afford to pay and retrain people to work specific

jobs when regular people are either sick or on vacation. Also, people could be trained simply to be available as emergency stand-by personnel.

Talking about creating a Reserve-Retraining Work Force using people with the same mentality used with WPA is absurd. There is much more to be done than plant trees or build outhouses.

There are not enough unemployed people or welfare recipients to fill jobs by sick people and those on vacation. This one idea alone would be enough, to say nothing of the many ideas that could be thought up to retrain and prepare every person unemployed or on welfare.

Put those people who are disabled on national disability insurance, for which everyone would pay a small amount. Let everyone pay into an employment insurance fund. Let those who are able to work do so, and send those who do not want to work to work-houses and have them work twice as much as they would normally, until they learn how to work.

The age-old destructive problem of unemployment must be solved before there

can ever be a really meaningful educational system. An education must lead to a job-- not to being unemployed or being put on the welfare roll.

**EDUCATION
must
lead to a job
as the first
order of business.**

SCHOOL CAN HELP CHILDREN NOT TO BECOME CRIMINALS

School could find all of these children who are on the road to becoming criminals and turn them around.

We are all creatures of habit. If we develop good habits while we are young, we follow those habits the rest of our lives. If we develop bad habits, we follow those habits. Following bad habits could cause a person to end up behind bars.

Students find that they can break the rules without penalty. Teachers, principals, and other school officials forgive the student over and over for breaking the same rule. The student learns that he can lie out of things he does wrong, and, therefore, he continues to practice bad habits until he finally winds up behind bars, labeled as a criminal.

The schools need to be places for following strict rules that will help the student follow the rules of society by habit. The school's rules should be followed to the letter. The student should know early enough in life that bad habits do not pay.

It is in the best interests of the students that teachers have the absolute right to dismiss from class any student who disobeys the classroom rules.

It is in the best interest of the student that the principal automatically calls the student's parents to come for him or her.

It is in the best interest of the student that the parent comes for the student immediately.

It is in the best interest of the student that parents discipline their child and convince the principal and teacher that he or she will obey the rules before being allowed to return to class.

The chances should be no more than two. The third time the student should go to an alternative school that has even tougher rules that the student is forced to follow for his own good

SUMMARY

The problem with public education is truly an administrative one. However, a person must realize that the primary responsibility lies with the National Department of Education in Washington, D.C., State Departments of Education, the school board members, the superintendents, and the supervisors. These are the administrators who make the policies which the principals and teachers must follow. Therefore, creating a Master-plan for education must be their first priority if the educational system is going to be improved.

This plan must detail every aspect of the learning process for each subject taught, including the production of materials to be used. Special units for each area of study should be prepared that would include everything necessary to teach a particular concept.

Then the teacher would not have to do his or her own thing, but would have specific guidelines to which to adhere. As a result, the one-room schoolhouse with its "schoolmarm" could be left to its place in our nation's history.

The administrative policy-makers must also be willing to take a definite position on creating and enforcing a strict disciplinary procedure. The classroom teacher cannot function effectively unless he or she knows that a disruptive student will be dealt with quickly and firmly by the principal.

If, the three-step plan of Objective, Plan, and Action is followed carefully by administrators, the educational system in America will vastly improve. All other aspects of education, including teachers' preparedness, evaluation, and tenure will fall into their proper places once the Master-plan is developed and maintained.

**Objective, Plan,
Action, Discipline =
Master-teacher**

ALL THE MONEY IN THE WORLD WILL NOT BUY FOR PUBLIC EDUCATION AS MUCH IMPROVEMENT AS A THREE-STEP DISCIPLINARIAN PLAN WILL.



THREE-STEP DISCIPLINE PROCESS

1. Teachers must have the authority to dismiss from class any student who is disruptive.
2. Principals must then call the student's parent or guardian and tell him or her to come for the student who has been dismissed from class.
3. Parent or guardian must come for the student immediately, even if the school has to pay cab fare.