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Title of section 1: Copyright and Publication Details

- Copyright 1999 by Conscience Press.
- First printing in September 1999, second printing in February 2000.
- Printed in the United States of America on acid-free paper.
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Title of section 2: Dedication

- Dedicated to the author's parents and great aunt who were involved in public service.
- Also dedicated to the author's children and grandchildren.
- Acknowledges the importance of family, education, and morality.

Title of section 3: In Memoriam

- Tribute to Honorable John M. Ashbrook for exposing plans leading to the dumbing down of American education.
- Acknowledges the impact of his work in Congress during the 1960s and 1970s.

Title of section 4: Table of Contents

- Provides a chronological overview of the book's contents.
- Includes sections on different periods in American education history.

Title of section 5: Foreword

- Commends Charlotte Iserbyt for documenting the deliberate dumbing down of American children.
- Highlights the transformation of the education system into one focused on compliance rather than academic success.
- Discusses the impact of radical reforms on education and society.

Title of section 6: Preface

- Reflects on the cost of education and the focus on brainwashing over basic educational proficiencies.
- Discusses the performance of American students in comparison to international standards.
- Addresses the resistance to change in education and the dismissal of concerns by parents and researchers.

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Title of section 7: Educational Expenditure

- In 1993-1994, the average per pupil expenditure was \$6,330.00 in 1996 constant dollars.
- The total budget per year for public school students was \$293.7 billion dollars.
- Discrepancy between high expenditure and poor academic performance is highlighted.

Title of section 8: Academic Results

- Private schools charging \$1,000 per year in tuition show superior academic results.
- Parents of home-schooled children spending around \$1,000 per year also achieve excellent outcomes.
- Discrepancy in costs and results between public and private education is emphasized.

Title of section 9: Documentation Challenges

- Opposition to change in schools is met with demands for proof and documentation.
- Resisters face challenges in presenting evidence of deliberate intent behind educational changes.
- The response of education establishments and media to documented proof is discussed.

Title of section 10: Conclusion and Personal Reflection

- The book provides closure for the author by connecting various components of the dumbing down of America.
- Serves as a legacy for the author's future generations to understand the challenges faced in education.
- Reflects on the importance of documenting historical events for future understanding and awareness.

Questions you may be interested in:

1. How does the author address the discrepancy between high educational expenditure and poor academic performance in American students?
2. What challenges do resisters face when presenting evidence of deliberate intent behind educational changes?
3. How does the author reflect on the significance of documenting historical events for future generations in the preface section?

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Section 1: Introduction to Lifeboat Exercise

- The lifeboat exercise was introduced in an educational psychology class.
- Students were instructed to choose which humans should be cast off the overloaded lifeboat.
- Creative solutions were not allowed, and there was only one correct answer: death.

Section 2: Shift in Education

- The exercise symbolized a shift from academic education (1880-1960) to values education (1960-1980).
- Values education aimed to persuade Americans that values were flexible and situational.
- New values were integrated into curricula and instruction during this period.

Section 3: Transformation of Education

- The values education period was crucial in transforming education.
- Americans were conditioned to believe that education's sole purpose was to secure a good job in the global workforce economy.
- The mind of the average American became trained to accept evolving societal values.

Section 4: Impact of Values Education

- Values education led to the acceptance of transient and flexible values.
- It influenced curricula and instruction to align with changing societal norms.
- The focus shifted towards preparing students for the workforce rather than academic pursuits.

Section 5: Brainwashing and Conditioning

- The text suggests that Americans may have been brainwashed or duped into accepting changing values.
- Education aimed at conditioning individuals to prioritize workforce readiness over intellectual pursuits.
- The transformation in education was gradual but impactful.

Section 6: Role of Academic Education

- Academic education (1880-1960) emphasized traditional learning and knowledge acquisition.
- The shift towards values education marked a departure from academic excellence.
- The transition reflected broader societal changes and priorities.

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Section 7: Evolution of Educational Philosophy

- The evolution of educational philosophy from academic to values-based to workforce training is highlighted.
- Each phase represented a distinct approach to education and its goals.
- The progression reflects changing ideologies and societal needs.

Section 8: Influence of Cultural Shifts

- Cultural shifts in the 1960s influenced the move towards values education.
- The acceptance of situational ethics and changing values impacted educational practices.
- Society's evolving views on morality and ethics shaped educational priorities.

Section 9: Resistance to Educational Changes

- The resistance by students in the lifeboat exercise exemplified a rejection of prescribed solutions.
- Individuals challenged the notion of sacrificing lives based on instructions.
- The episode showcased the human spirit's capacity to question authority and think critically.

Section 10: Conclusion on Educational Paradigm Shift

- The paradigm shift in education from academic to values-based to workforce training is analyzed.
- The text underscores the importance of understanding the historical context of educational transformations.
- The impact of these shifts on students, curriculum, and societal values is significant.

Pages - 11 -- 20

Title of section 1: Introduction to Human Capital and Education Reform

- Term "human capital" implies humans are expendable
- Lifeboat exercise used in education reform
- Link between death education and violence in schools
- Charlotte Iserbyt's focus on public policy in education reform

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Title of section 2: Influence of B.F. Skinner in Education Methods

- Direct Instruction, Mastery Learning, and Outcome-Based Education as modern methods
- Connection between Skinner's Programmed Instruction and current education practices
- Operant conditioning in education
- Purposeful use of method to create robotic children

Title of section 3: Ethical Concerns and Criticism

- Debate shifting to ethics of implementing teaching methods
- Warning by Dr. Francis Schaeffer on ethical controls within Skinnerian system
- Potential impact on democratic society through operant conditioning

Title of section 4: Evolution of Education in the Twentieth Century

- Interconnections between international, national, regional, state, and local education plans
- Influence of geopolitical, social, and economic events on education policy
- Detailed context provided by Iserbyt's book on education reform

Title of section 5: Influence of Wilhelm Wundt on Modern Education

- Wundt's focus on measurable and quantifiable aspects in psychology
- Transition from traditional education definition to experimental psychology approach
- Impact of Wundt's theories on education reform

Title of section 6: Outcome-Based Education Experiment in England

- First experiment with Outcome-Based Education in 1862
- Teacher opposition leading to abandonment of the experiment
- Payment for Results system based on student performance

Title of section 7: Contribution of Edward Lee Thorndike to Education

- Thorndike's background in experimental psychology
- Application of animal behavior research to children and youth
- Thorndike's influence on educational psychology and teacher training

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Title of section 8: John Dewey and Progressive Education

- Publication of "Psychology" by John Dewey in 1896
- Establishment of Dewey School at University of Chicago
- Dewey's emphasis on active learning, socialization, and experimentation in education

Title of section 9: Dewey's Curriculum Recommendations

- Dewey's radical curriculum proposal around occupational activities
- Shift from academic-centered to social-centered curriculum
- Dewey's critique of primary education focus on literacy

Title of section 10: Impact of Dewey's Educational Philosophy

- Dewey's influence on American education system
- Implementation of Dewey's theories in schools of education
- Emphasis on experience, experiment, and socialization in education practice

Pages - 21 -- 30

Title of section 1: The Turning of the Tides in the Early Twentieth Century

- Alien collectivist philosophy from Europe influenced changes in economics, politics, and education in the early 20th century.
- Wealthy American families and their tax-exempt foundations funded these radical changes.
- The goal was to transition America into an international socialist system known as the New World Order.

Title of section 2: General Education Board and Foundations in the Early 1900s

- The General Education Board (GEB) was established in 1902 by John D. Rockefeller, Sr., for educational innovations.
- The Carnegie Foundation for the Advancement of Teaching was founded in 1905.
- The National Education Association (NEA) became federally chartered in 1906.

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Title of section 3: Influential Educators and Organizations in the Early 1900s

- Maria Montessori developed a unique teaching method emphasizing sensory guidance over rigid control.
- The Progressive Education Association (P.E.A.) was founded in 1919 with goals projected for the future.
- The League for Industrial Democracy changed its name from the Intercollegiate Socialist Society in 1921.

Title of section 4: Influence of Council on Foreign Relations in the 1920s

- The Council on Foreign Relations was established in 1921, influencing American establishment.
- Members of the CFR included influential figures like Walter Lippmann and Henry Stimson.
- The CFR endorsed world government in December 1922.

Title of section 5: Educational Developments in the 1920s

- The International Bureau of Education was established in 1925 with support from the Rockefeller Foundation.
- The Scopes "Monkey Trial" in 1925 highlighted debates over teaching evolution in public schools.
- Dr. Augustus Thomas emphasized the need for international cooperation in education in 1927.

Title of section 6: Deliberate Math "Dumb Down" in 1928

- O.A. Nelson revealed discussions at a 1928 meeting about dumbing down students through new math.
- The Progressive Education Association was identified as a communist front.
- The introduction of radical changes in math education occurred in 1952.

Title of section 7: Key Figures and Publications in the Troubling Thirties

- Aldous Huxley's "Brave New World" and George Counts' "Dare the School Build a New Social Order" were influential.
- William Z. Foster wrote "Toward a Soviet America," promoting communist ideals.
- Herbert Hoover proposed a Research Committee on Recent Social Trends to implement a planned society.

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Title of section 8: Impact of Collectivist Ideas in the 1930s

- John Dewey co-authored publications advocating for collectivist education.
- The Carnegie Corporation recommended socio-studies and implemented the Eight-Year Study.
- Steps were taken to socialize the nation through schools in the troubling thirties.

Title of section 9: International Understanding in 1931

- "International Understanding" by John Eugene Harley emphasized the importance of training an elite for international cooperation.
- Notable individuals like Aldous Huxley, George Counts, and John Dewey contributed to collectivist ideas.
- Schools were seen as a crucial vehicle for bringing about a new world order.

Title of section 10: Conclusion

- The early twentieth century saw significant shifts towards collectivist ideologies in various aspects of society.
- Foundations, organizations, and influential figures played key roles in shaping educational and societal developments.
- The era marked a turning point towards global cooperation and socialist ideals.

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Title of section 1: Introduction to Educational Foundations

- Education is seen as the key to building a new world and fostering international cooperation.
- The importance of raising an elite class globally to influence the masses is highlighted.
- Various institutions like the London School of Economics and the Institute of Pacific Relations are mentioned for their contributions to education.

Title of section 2: Literary Works of 1932

- "Brave New World" by Aldous Huxley satirizes a future world where technology dominates human activities.
- "Dare the School Build a New Social Order?" by George Counts discusses the need for reshaping education to adapt to societal changes.
- "Toward a Soviet America" by William Z. Foster calls for radical changes in education towards a socialist society.

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Title of section 3: Research Initiatives in 1932

- President Herbert Hoover appoints a research committee on social trends to implement planned societal changes.
- The National Education Association establishes the Educational Policies Commission to redefine American education goals.
- The Eight-Year Study explores educational reforms and innovations from 1933 to 1941.

Title of section 4: Humanist Manifesto I (1933)

- Humanists reject the concept of an Almighty God and believe in relative moral values.
- John Dewey advocates for synthesizing religions and a cooperative economic order.
- Secular Humanism is recognized as a religion by the U.S. Supreme Court in the *Torcaso v. Watkins* case.

Title of section 5: Educational Views of 1933

- Dr. Paul Mort emphasizes the need for adapting education to meet changing societal needs during the Depression era.
- Dr. George Hartmann proposes a new definition of the educated individual, focusing on societal reform and idealistic goals.
- The Progressive Education Association explores the relationship between schools and colleges to enhance learning experiences.

Title of section 6: Conclusions and Recommendations for the Social Studies (1934)

- The American Historical Association's report suggests a shift towards collectivism and social planning in American civilization.
- The emerging integrated order requires adjustments in education to equip the younger generation for societal cooperation.
- Notable figures like Charles A. Beard and George S. Counts contribute to the recommendations for educational reforms.

Title of section 7: Mein Kampf by Adolf Hitler (1939)

- Hitler criticizes the traditional curriculum for burdening students with excessive information.
- He advocates for a shortened general education focused on essentials and specialized training for specific fields.
- Hitler emphasizes the importance of physical development and character building in education.

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Title of section 8: World War II Begins (1939)

- Adolf Hitler's Mein Kampf is published, outlining his views on education and workforce training.
- World War II commences in 1939, shaping global events and impacting educational systems.
- The destabilization of society begins with the rejection of absolute morals and values through United States membership in UNESCO.

Title of section 9: Fomentation of the Forties and Fifties

- Individuals associated with Ivy League colleges and prestigious institutions work towards transforming the nation into a socialist democracy.
- United States membership in UNESCO leads to the dictation of education policy by international organizations.
- The rejection of traditional values and autonomy in education marks a significant shift in societal influences.

Title of section 10: Conclusion

- The forties and fifties witness a push towards radical ideologies and societal transformations.
- Key figures in education and government play pivotal roles in shaping educational policies and societal norms.
- The era sets the stage for significant changes in education and societal structures that continue to impact modern-day systems.

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Title of section 1: President Truman's Remark and General Chisholm's Influence

- President Truman emphasized the importance of education in establishing moral unity among mankind.
- General Brock Chisholm, a Canadian psychiatrist and friend of Soviet agent Alger Hiss, redefined health to include mental health.
- Chisholm presented a paper to the United Nations World Health Organization in 1946 advocating for the reinterpretation of morality.

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Title of section 2: Impact on Psychotherapy and Education

- Chisholm asserted that psychotherapy aims to eradicate the concept of right and wrong.
- He recommended training teachers worldwide in "no right/no wrong" psychotherapeutic techniques.
- These techniques have led to a shift in societal values, as seen in public opinion regarding ethical behavior.

Title of section 3: Dialectic at Work and Totalitarian Solutions

- The text highlights a pattern where chaos is created to prompt people to seek help.
- This chaos ultimately paves the way for totalitarian control, as depicted in George Orwell's novel "1984."
- The erosion of civic order in the 1940s and 1950s is noted as the beginning of societal unraveling.

Title of section 4: Shift from Rule of Law to Humanistic Ethics

- Post-World War II, nations began basing actions on the United Nations' humanistic situational ethics philosophy.
- Professors B.F. Skinner and Alfred C. Kinsey published influential works promoting behavioral conditioning and redefining human sexuality.
- Benjamin Bloom's Taxonomy furthered the foundation for moral chaos in education and society.

Title of section 5: Moral Decline and Youth Behavior

- Instances of immoral and violent behavior among American youth are highlighted.
- Tragic events involving young individuals perpetrating crimes are mentioned.
- The breakdown of traditional values and the impact on societal behavior are discussed.

Title of section 6: Education Under Communist Influence

- Dr. B.R. Burchett's book exposes communist influence in American schools during the 1940s.
- The infiltration of communist ideologies into educational systems is detailed.
- Superintendent Edwin Broome's involvement in curriculum changes favoring communism is highlighted.

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Title of section 7: Protestant Groups' Plan for Post-War Peace

- Protestant groups in the U.S. proposed a plan for a just and durable peace post-World War II.
- The plan included ideas such as world government, international control of military forces, and economic cooperation.
- The Federal Council of Churches played a significant role in advocating for these peace initiatives.

Title of section 8: United Nations Charter and Chamber of Commerce

- The United Nations Charter became effective in 1945, with the U.S. Chamber of Commerce playing a key role in its establishment.
- The Chamber of Commerce supported measures aimed at transferring power to a centralized management system.
- Various agreements and organizations were formed to promote global economic cooperation and governance.

Title of section 9: Faculty Additions at Indiana University

- Dr. B.F. Skinner and Dr. Hermann J. Muller joined Indiana University's faculty in 1945.
- Skinner focused on psychology and behaviorism, while Muller advocated for eugenics and selective breeding.
- Muller's controversial views on cloning and selective breeding are noted.

Title of section 10: Psychiatry and Social Progress

- General Brock Chisholm's article "The Psychiatry of Enduring Peace and Social Progress" emphasizes the eradication of the concept of right and wrong.
- Chisholm calls for a shift towards intellectual freedom and honesty in education and society.
- The text draws parallels between Chisholm's views in 1946 and Ambassador Madeline Albright's statements in 1996 regarding global standards and right vs. wrong.

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Title of section 1: Feverstone's Request for a Trained Sociologist

- Feverstone requested a "trained sociologist who can write."
- William Spady, known as the "father of OBE," is also a sociologist.
- Feverstone emphasized the importance of "real education" focusing on "outputs" rather than "inputs."

Title of section 2: Community-Centered Schools Proposal

- Proposed by Dr. Nicholas I. Englehardt and Associates in 1946.
- Written by Dr. Walter D. Cocking for Montgomery County Schools in Maryland.
- Emphasized serving the entire community from young children to adults.

Title of section 3: UNESCO's Work on Education and Peace

- Richard A. Johnson's work on UNESCO published in 1946.
- History of UNESCO from Allied Ministers of Education Conference to US membership.
- Emphasis on education for establishing moral unity of mankind.

Title of section 4: Establishment of Educational Testing Service (ETS)

- ETS funded with an initial endowment from Carnegie Corporation in 1946.
- Relationship between ETS and Carnegie Corporation discussed.
- Implications of ETS administering National Assessment of Educational Progress (NAEP).

Title of section 5: Establishment of National Training Laboratory (NTL)

- NTL founded in 1947 with focus on human relations training.
- Connections with Office of Strategic Services and NEA.
- Use of "unfreezing, changing, and refreezing" attitudes for social change.

Title of section 6: Report on Higher Education for American Democracy

- Report by President's Commission on Higher Education in 1947.
- Emphasis on higher education's role in international relations and cooperation.
- Collaboration between US Office of Education, State Department, and UNESCO.

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Title of section 7: Publication of "Sexual Behavior in the Human Male"

- Alfred C. Kinsey's controversial book published in 1948.
- Connection between Kinsey's research and societal impact.
- Influence on legal and scholarly authorities regarding sexual behavior.

Title of section 8: Publication of "Walden Two" by B.F. Skinner

- Skinner's novel advocating state-reared children and behavior control.
- Description of Skinner's ideal school resembling a "Model School for the 21st Century."
- Comparison of Skinner's ideas with educational practices in the 1990s.

Title of section 9: Introduction of Modern Math to Schools

- Introduction of "Modern Math" in 1952 to simplify math concepts.
- Criticism of Modern Math for hindering application to real-life situations.
- Mention of Dr. Ziegler's role in promoting Modern Math.

Title of section 10: Norman Dodd's Revelations on Carnegie Endowment

- Norman Dodd's role as research director for the Reece Committee in 1953.
- Discovery of Carnegie Endowment trustees' plan to involve the US in war.
- Efforts to control education in the US to prevent a return to pre-war life.

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Title of section 1: Soviet Government's Drive for Education and Training

- Massive educational effort in the Soviet Union aimed at transforming illiteracy into technical skills and scientific literacy.
- Unified curriculum across all schools with slight variations in non-Russian nationality areas.
- Emphasis on principles of Darwinism, evolution, and devotion to the political and social system.

Title of section 2: Science and Mathematics in Soviet Education

- Science and mathematics occupy 31.4% of student's time in the complete U.S.S.R. 10-year school.
- All work in science and math subjects must be done in pen and ink to instill habits of neatness and accuracy.

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Title of section 3: Labor Education and Training in Soviet Schools

- Plans to involve all secondary school children in labor education and training experiences through the regular school program.
- Focus on bringing students into practical experiences alongside academic learning.

Title of section 4: Authoritarian Philosophy of Soviet Education

- Authoritarian concept predominates in Soviet education philosophy.
- Government-driven approach to educating and training citizens for national needs.

Title of section 5: Curriculum Unification in Soviet Schools

- Unified curriculum across all schools in the U.S.S.R. with minor variations in non-Russian nationality areas.
- Consistent educational content and structure throughout the country.

Title of section 6: Inculcation of Devotion to Political and Social System

- Major efforts in Soviet schools to train youngsters for planned economic programs and instill loyalty to the political and social system.
- Emphasis on shaping students' attitudes and beliefs towards government ideologies.

Title of section 7: Neatness and Accuracy in Student Work

- Requirement for all student work in science and math subjects to be done in pen and ink to promote habits of neatness and accuracy.
- Focus on developing meticulous work habits among students.

Title of section 8: Evolutionary Studies in Soviet Education

- Study of Darwinism and evolution in grade 9 of U.S.S.R. schools.
- Emphasis on understanding the origin of life and evolution in the organic world.

Title of section 9: Training for Government's Economic Programs

- Educational focus on training students for the U.S.S.R.'s planned economic initiatives.
- Alignment of school curriculum with national economic goals and workforce needs.

Title of section 10: Labor Education Integration in School Program

- Integration of labor education and training experiences into the regular school program for secondary school children.
- Practical hands-on experiences alongside traditional academic learning.

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Section: Soviet Education System

- The polytechnic program in Soviet schools is considered an integral part of the Soviet philosophy of education.
- Soviet educators focus on adapting schools for future needs related to automation, atomic power, and space.
- Soviet patriotism and fidelity to communist ideas play a significant role in educational conditioning.
- Soviet psychologists emphasize conditioned reflex theory and strict didactics in education.
- Research areas in Soviet education include cognitive development, character formation, and individualized teaching methods.

Section: Goals for Americans

- Recommendations from President Eisenhower's Commission on National Goals in 1960 leaned towards a socialist agenda.
- Goals included equality, democratic process, education, disarmament, and support for less developed nations.
- Emphasis on federal control and aid in education, with a focus on improving teacher preparation and curriculum.

Section: Teaching Machines and Programmed Learning

- Textbook published in 1960 discusses advancements in programmed learning and teaching machines.
- B.F. Skinner's work influenced the development of teaching techniques based on reinforcement and behavior shaping.
- Principles of programming emphasize reinforcement, behavior acquisition, and instructional material design.

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Section: Federal Control in Education

- Congressman John M. Ashbrook raised concerns about federal control in education through aid programs.
- Reports highlighted plans for federal domination of schools and transformation of the American education system.
- Concerns were raised about potential socialist influences in education policies and decision-making processes.

Section: Arms Control and Disarmament

- Establishment of the United States Arms Control and Disarmament Agency in 1961 aimed at international agreements for disarmament.
- President Kennedy proposed a Declaration of Interdependence and an Atlantic Partnership between Europe and the U.S.
- Efforts towards global disarmament and peace were emphasized through international cooperation.

Section: "Harrison Bergeron" by Kurt Vonnegut

- Vonnegut's short story depicts a future society where everyone is made equal through extreme measures.
- Insights into societal control, equality, and the consequences of enforced uniformity are explored in the story set in 2081.

Section: President Kennedy's Proposal

- President Kennedy's proposal for an Atlantic Partnership and Declaration of Interdependence was met with mixed reactions.
- Calls for intercontinental thinking and partnerships between Europe and the U.S. were discussed in relation to global cooperation.

Section: Role of Computers in Instructional Systems

- Potential applications of computers in attitude-changing machines were explored.
- Dr. Bertram Raven's work on computer-based devices for attitude change using the Socratic method was highlighted.
- Efforts towards effortless learning, attitude changing, and training in decision-making through computer technology were discussed.

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Section 1: Introduction to Skinner's Ideas

- B.F. Skinner applied principles of operant conditioning to education.
- Skinner believed in shaping behavior through reinforcement.
- He developed the teaching machine and challenged traditional educational foundations.

Section 2: Skinner's Views on Education

- Skinner viewed man as a machine that could be controlled through conditioning.
- He aimed to induce individuals to conform to societal norms over personal interests.
- Skinner proposed eliminating cognitive psychology from education.

Section 3: Skinner's Concerns and Objectives

- Skinner prioritized promoting his theories in education over individual understanding.
- He advocated for government-funded educational agencies to train teachers in his methods.
- Immediate gains were seen as more achievable in classrooms than clinics.

Section 4: Skinner's Totalitarian Views

- Skinner suggested distributing control of human behavior among diverse agencies to prevent totalitarianism.
- In a totalitarian state, all agencies are centralized under one super-agency.
- Skinner's ideas emphasized the importance of method over individual survival.

Section 5: Skinner's Book "Science and Human Behavior"

- Skinner's book published in 1953 discussed distributing control of human behavior.
- The argument for democracy was presented as a solution against totalitarianism.
- Skinner highlighted the need to prevent agencies from uniting into a despotic unit.

Section 6: Impact of Skinner's Work on Education

- Skinner's work influenced teacher training programs based on performance.
- Performance-based teacher education aligned with Skinner's operant conditioning methods.
- Federal government implemented teacher education programs reflecting Skinner's ideas.

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Section 7: Skinner's Influence on Educational Practices

- Skinner's teachings led to behaviorist approaches in teacher in-service training.
- Skinner advocated for operant conditioning methods across all levels of education.
- Skinner's focus on performance-based education shaped teacher training initiatives.

Section 8: Skinner's Vision for Educational Agencies

- Skinner envisioned specialists training teachers within a large educational agency.
- Government support was sought to establish educational agencies for teacher training.
- Skinner emphasized the importance of promoting his theories in education.

Section 9: Skinner's Approach to Learning and Behavior

- Skinner's approach involved reinforcing desired behaviors through rewards.
- Cognitive psychology was excluded from Skinner's educational methods.
- Skinner's techniques aimed to shape behavior through conditioning.

Section 10: Skinner's Educational Philosophy

- Skinner's educational philosophy focused on conditioning individuals' behaviors.
- Skinner's methods emphasized the role of reinforcement in shaping learning outcomes.
- Skinner's ideas challenged traditional educational practices and emphasized behavior modification.

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Section 1: Dr. Paul Brandwein's Article in "The Instructor" (May 1968)

- Dr. Paul Brandwein, adjunct professor at University of Pittsburgh, wrote an article titled "School System of the Future."
- The article discussed changes in the relationship between children, parents, and schools.
- Emphasized the importance of pre-kindergarten years and utilizing television for parental instruction.

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Section 2: Chicago Mastery Learning Project Position Paper (June 1968)

- Presented to the Chicago Board of Education by planning staff including Dr. Donald Leu and William Farquhar.
- Outlined a Continuous Development-Mastery Learning approach with sequentially designated objectives.
- References included work by Benjamin Bloom, John Carroll, and Robert Gagne.

Section 3: Dropout Study in Chicago (1985)

- Study found almost half of the 1980 freshman class did not graduate.
- Only about a third of graduates read at or above the national 12th grade level.
- Described as a human tragedy with long-term consequences for students.

Section 4: Lee Shulman's Involvement in Education (1987)

- Lee Shulman awarded \$817,000 by Carnegie Corporation for teacher assessment materials.
- Led outcome/performance-based teacher education initiatives.
- Named President of the Carnegie Foundation for the Advancement of Teaching in 1996.

Section 5: Richard Gardner's Speech on World Order (1968)

- Richard Gardner warned about elitist planners creating a One World Government through gradualism.
- Advocated building a "house of world order" from the bottom up.
- Suggested eroding national sovereignty gradually for faster world order establishment.

Section 6: Exemplary Center for Reading Instruction (ECRI) Program (1968)

- Ethna Reid received federal grants exceeding legal caps for ECRI, a Mastery Learning program.
- ECRI focused on stimulus-response-stimulus/operant conditioning techniques.
- Controversy arose over the use of Skinnerian animal psychology in programmed textbooks.

Section 7: John Goodlad's Article on Learning and Teaching (1968)

- John Goodlad's article discussed modifying human behavior and future educational questions.
- Highlighted the shift towards producing specific types of individuals rather than focusing solely on knowledge.
- Raised questions about the ends and means of education in the 21st century.

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Section 8: Technology of Teaching by B.F. Skinner (1968)

- B.F. Skinner emphasized the need for a more powerful technology of teaching.
- Discussed the potential role of education in shaping culture and society.
- Predicted that government operations would mainly rely on educational techniques in the future.

Section 9: Edith Kermit Roosevelt's Critique of Carnegie Corporation's Reading Program (1968)

- Criticized Carnegie Corporation's Project Read for inciting anti-social ideas in children.
- Raised concerns about the content of programmed textbooks funded by the foundation.
- Called for the removal of tax-exempt status for educational foundations promoting controversial programs.

Section 10: Master Plan for Educational Innovation in Hawaii (1969)

- Hawaii's Master Plan emphasized the role of computers in enhancing learning.
- Proposed changes in teacher roles towards becoming "learning clinicians."
- Advocated for a system of values change and the use of biochemical research to improve learning.

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Title: Education: From the Acquisition of Knowledge to Programming, Conditioned Responses

Section 1: Introduction

- Assemblyman Robert H. Burke submitted a report to the California Legislature in 1971.
- The report aims to shift education from acquiring knowledge to programming conditioned responses.

Section 2: Moving Towards Programmed Learning

- Emphasis on moving towards programmed learning and conditioning responses in education.
- Focus on changing behaviors through systematic planning and technology.

Section 3: Behavioral Objectives in Education

- Importance of developing behavioral objectives in education.
- Need for assessing the effectiveness of curriculum materials based on generalizability to real-life situations.

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Section 4: Impact of Technology in Education

- Predictions about teaching machines pacing student progress and diagnosing weaknesses.
- Comparison of computers to sophisticated teaching machines for programmed learning.

Section 5: Federal Takeover of Elementary Schools

- Concerns raised about federal control over elementary schools.
- Implementation of performance criteria and behavioral objectives in teacher training programs.

Section 6: National Assessment of Educational Progress (NAEP)

- Mandate by Congress to assess students' knowledge, skills, and performance.
- Collection of background information related to student achievement.

Section 7: International Dimensions of Education

- Focus on developing internationally minded individuals through improved behavior.
- Emphasis on emotional development alongside cognitive learning in education.

Section 8: State Report on Educational Innovation

- Establishment of regional planning centers to encourage innovative educational practices.
- Training administrators in systematic planning procedures and cost-benefit analysis.

Section 9: Resistance to Goal Setting and Systems Management

- Debate on the use of systematic planning and technology in education.
- Warning about ethical use of technology in classrooms.

Section 10: Conclusion

- Summary of the transition in education towards programmed learning and conditioned responses.
- Implications of shifting focus from knowledge acquisition to behavioral programming in schools.

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Title of section 1: Introduction of Stull Bill (AB 293)

- The Stull Bill, AB 293, mandates all school districts to evaluate their classroom teachers and certificated personnel through new guidelines.
- The bill allows a district to dismiss a teacher with tenure without going to court.
- Teachers are no longer allowed to have their own teaching style.

Title of section 2: Impact on Education in California

- Education in California is expected to align with the innovative practices of Newport-Mesa Unified School District.
- The passage of the Stull Bill brings about significant changes in teacher evaluation and dismissal procedures.
- The bill aims to standardize teaching practices and remove individual teaching styles.

Title of section 3: Evaluation Guidelines

- The bill introduces new evaluation guidelines for classroom teachers and certificated personnel.
- Teachers will be assessed based on these guidelines to ensure accountability and effectiveness.
- The guidelines aim to improve teaching quality and student outcomes.

Title of section 4: Dismissal Procedures

- The Stull Bill empowers school districts to dismiss tenured teachers without the need for court intervention.
- This change streamlines the process of removing ineffective or underperforming teachers.
- Dismissal procedures are now more efficient and aligned with educational standards.

Title of section 5: Teacher Autonomy

- Teachers are no longer allowed to maintain their unique teaching styles.
- Standardization of teaching practices is emphasized to ensure consistency across classrooms.
- The focus shifts towards implementing effective teaching methods rather than individual preferences.

Title of section 6: Accountability Measures

- The bill introduces measures to hold teachers accountable for their performance.
- Evaluation criteria are designed to assess teaching effectiveness and impact on student learning.
- Accountability in education is prioritized to enhance overall educational quality.

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Title of section 7: Educational Reform

- The Stull Bill signifies a step towards educational reform in California.
- The legislation aims to bring about positive changes in teacher evaluation and dismissal processes.
- Educational practices are evolving to meet modern standards and improve student outcomes.

Title of section 8: Implementation Challenges

- Implementing the Stull Bill may pose challenges for school districts and educators.
- Adapting to new evaluation guidelines and dismissal procedures requires time and resources.
- Training and support may be needed to ensure successful implementation of the bill.

Title of section 9: Teacher Professional Development

- The bill may prompt teachers to engage in professional development activities.
- Continuous learning and improvement are essential to meet the new evaluation standards.
- Professional development opportunities can help teachers enhance their skills and effectiveness.

Title of section 10: Future Implications

- The Stull Bill sets a precedent for educational policies and practices in California.
- Its impact on teacher evaluation and dismissal procedures may influence future educational reforms.
- The bill's implications extend beyond individual teachers to shape the overall educational landscape.

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Dr. William Cunningham and Staff Performance Appraisal Plan

- Dr. William Cunningham, Executive Director of ACSA, emphasized the importance of staff performance appraisal plans in school districts.
- The Newport-Mesa district implemented a staff performance appraisal plan as early as 1967.
- Formal training sessions were conducted for teachers to acquire necessary tools for behavioral changes.

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Evolution of Social Studies Curriculum

- C. Frederick Risinger transformed the American History curriculum at Lake Park High School near Chicago.
- The social studies curriculum shifted towards analyzing all revolutions and diverse perspectives.
- Traditional history teaching methods were replaced by more critical and questioning approaches.

People Control Blueprint

- A top-secret paper from the Center for the Study of Democratic Institutions proposed total control through behavioral modification techniques.
- The paper discussed controlling social change and discontent through behavior modification.
- Authors advocated for sophisticated controls over the population using positive reinforcement.

Planning, Programming, Budgeting Systems (PPBS)

- PPBS aimed to revolutionize education by changing accountability to predetermined state goals.
- PPBS was considered a systematic design for an educational revolution.
- PPBS was introduced in 1965 under the Elementary and Secondary Education Act.

New Program in Florida Schools

- Florida state education officials introduced a new program to address issues with student learning and teaching effectiveness.
- The program aimed to provide insights into why students struggle with reading and the challenges faced by schools in teaching them.
- The program was expected to take seven to ten years to become fully operational.

White House Conference on Business in 1990

- Roy Ash, President of Litton Industries, shared insights from the White House Conference on the Industrial World.
- The conference discussed increasing economic interdependence among nations and steps towards a single world economy by 1990.
- Predictions were made about socialist countries joining the world economy and the role of the International Monetary Fund.

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Educational Technology and Ethics

- Leading specialists in educational technology highlighted the potential dangers of computers and emphasized the need for ethics in programming.
- Professionals were urged to refuse work that could lead to negative outcomes.
- Ethical considerations were crucial in the development and implementation of educational technology.

Becoming Planetary Citizens

- Dr. Chester M. Pierce of Harvard University discussed the concept of becoming planetary citizens.
- Children's political attitudes and loyalty to their country were compared to loyalty to the earth.
- Recommendations were made to teach children about their future roles and challenge traditional views on marriage patterns.

Models of Teaching

- Bruce Joyce and Marsha Weil introduced various models of teaching focusing on different approaches.
- Models included group investigation, laboratory method, concept attainment, and non-directive teaching.
- The book emphasized the importance of selecting appropriate teaching strategies based on learning styles and objectives.

National Institute of Education (NIE)

- President Richard Nixon established the National Institute of Education in 1972.
- Chester Finn served as a presidential assistant during the creation of NIE.
- Chester Finn later became the Assistant Secretary of Education, Office of Educational Research and Improvement.

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Title of section 1: Introduction to National Institute of Education (NIE)

- Daniel P. Moynihan advocated for the development of NIE in the Nixon Administration.
- The purpose of NIE was to advance education as a science to achieve equality in educational achievement.
- NIE aimed to shift education towards scientific, outcome-based approaches using behavioral psychology like Pavlov/Skinner.

Title of section 2: Mastery Learning and Redistribution of Brains

- Mastery learning emphasized cooperative individualism over selfish competition.
- James Block discussed the redistribution of brains through mastery learning.
- Mastery learning focused on excellence for all participants rather than a few individuals.

Title of section 3: Challenges Faced by National Institute of Education

- Obstacles faced by NIE included Understanding, Funding, and Leadership.
- Educational research was not widely respected among scholars.
- Edward A. Curran, the first director chosen by the Reagan Administration, called for dismantling NIE.

Title of section 4: Abolishment of National Institute of Education

- NIE was eventually abolished and its functions were absorbed by the Office of Educational Research and Improvement.
- Equivalence of educational achievement led to Performance-Based Education (PBE) and Outcome-Based Education (OBE).
- There was a deliberate effort to dumb down American teachers and youth through these educational approaches.

Title of section 5: Conditioning or Behavior Modification in Preschool Programs

- Experimental preschool programs utilized behaviorist theory for instruction.
- Programs like Direct Instruction/DISTAR/Reading Mastery used operant conditioning.
- Behavior modification raised moral issues and portrayed learners as passive recipients.

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Title of section 6: Scientific Approach to Problem Solution

- Fred N. Kerlinger's textbook emphasized the scientific approach to behavioral research.
- The book highlighted the importance of hypotheses and empirical testing in scientific research.
- Kerlinger's text differentiated between common sense and scientific explanations.

Title of section 7: Impact of National Diffusion Network (NDN) Programs

- NDN facilitated the adoption of federally funded innovative programs in schools.
- Controversial NDN programs caused concerns among parents due to values clarification and behavior modification techniques.
- NDN programs like "The Survival Game" raised ethical questions about decision-making and values.

Title of section 8: Total Quality Management in Education

- T.H. Bell promoted systems management leading to Outcome-Based Education (OBE).
- Bell's initiatives supported mastery learning and technology integration in education.
- Bell's actions contributed to the deliberate dumbing down of schools.

Title of section 9: Concerns About Behavior Modification Technology

- Senator Sam Ervin expressed concerns about behavior modification technology altering individuality and personal freedom.
- The technology of behavior modification raised issues of imposing views and values on others.
- Ervin emphasized the threat posed by behavior modification technology in a democratic society.

Title of section 10: Future Trends in Education

- Robert Scanlon predicted a shift towards higher order skills and values clarification in schools by 1985.
- Dr. Leon Lessinger advocated for self-paced learning, outcome-focused experiences, and contingency rewards in education.
- Skinnerian behavior modification was seen as a powerful tool for accountability and learning outcomes.

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Title of section 1: Overview of Privacy Concerns in Education

- The right to privacy is based on the belief in the essential dignity and worth of the individual.
- Modern technological devices and advances in behavioral sciences can threaten the privacy of students.
- Invasions of privacy in education have led to calls for specific legislation and increased attention to protecting individual privacy.

Title of section 2: Definition and Importance of Privacy

- Privacy has been defined as "the right to be let alone" and "the right to the immunity of the person."
- Individuals have the right to determine when, how, and to what extent they share personal information.
- Justice William O. Douglas expressed concerns about the erosion of privacy rights due to increasing surveillance.

Title of section 3: Role of Behavioral Science in Education Technology

- Behavioral science aims to make educational techniques more effective by recognizing individual differences among students.
- Behavioral science has a value position that challenges traditional values like freedom and democracy.
- Instruction is tailored to meet individual needs based on behavioral science principles.

Title of section 4: Use of Technology in Revealing Innermost Thoughts

- Technology can reveal innermost thoughts and motives of individuals.
- The use of technology must be judicious and controlled by qualified professionals.
- There are concerns about the potential misuse of technology in education.

Title of section 5: Safeguarding Student Privacy

- Educators must safeguard the privacy of students and their families.
- Students have the right to participate or withdraw from sharing personal information.
- Unwarranted surveillance through physical, psychological, or technological means should be avoided.

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Title of section 6: Legal and Ethical Considerations

- Specific legislation is needed to protect individual privacy in educational settings.
- The importance of respecting individuals' rights to privacy and autonomy.
- Balancing the benefits of technology with the need to protect privacy rights.

Title of section 7: Impact of Technological Advances

- Technological advancements pose a threat to individual privacy.
- The need for strict controls and regulations to prevent unwarranted intrusion into personal lives.
- The implications of advancing technology on privacy and individual freedoms.

Title of section 8: Individual Rights and Responsibilities

- Individuals have the right to be free from undesired revelation of personal information.
- The responsibility of educators to ensure student privacy and confidentiality.
- Upholding the dignity and autonomy of individuals in educational settings.

Title of section 9: Educational Techniques and Individual Differences

- Behavioral science aims to tailor instruction to meet individual needs.
- Recognizing and accommodating individual differences among students.
- The role of technology in enhancing educational effectiveness while respecting privacy.

Title of section 10: Conclusion and Future Implications

- The importance of balancing technological advancements with privacy concerns.
- Calls for increased awareness and protection of student privacy in educational settings.
- The ongoing debate surrounding the use of technology in education and its impact on individual rights.

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Title of section 1: Ethical Concerns in Behavioral Science and Education

- Privacy must take precedence over effective teaching.
- Educators and administrators need to safeguard student privacy.
- Insensitivity to privacy implications of behavioral science and technology in education.
- Errors in technology applications can have long-term social consequences.

Title of section 2: Privacy Rights in Education

- Privacy is constitutionally protected, while education is not.
- Supreme Court rulings on privacy rights and education.
- Importance of respecting individual privacy in educational practices.

Title of section 3: International Efforts in Education Classification

- UNESCO's International Standard Classification of Education (ISCED) publication in 1976.
- Designed for compiling and presenting education statistics internationally.
- Facilitating the use of education statistics in manpower planning.
- ISCED's association with the International Standard Classification of Occupations (ISCO).

Title of section 4: Changing Role of Teachers

- Catherine Barrett's speech on redefining the role of teachers in education.
- Emphasis on holistic education beyond basic skills.
- Teachers as conveyors of values and philosophers in education.

Title of section 5: Future Skills and Education

- Harold Shane's perspective on essential skills for the future.
- Emphasis on cross-cultural understanding, empathy, and service ethic.
- Developing global citizens through education.

Title of section 6: Liberal Arts Education

- C.S. Lewis's views on liberal arts education and freedom.
- Importance of liberal arts in producing reasonable men and responsible citizens.
- Contrast between liberal arts education and vocational training.

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Title of section 7: Revisiting Cardinal Principles of Education

- NEA's Bicentennial Committee's focus on reframing Cardinal Principles of Education.
- Recognition of outdated education policies and the need for global curriculum recommendations.

Title of section 8: Federal Involvement in Moral/Citizenship Education

- Conference on Moral/Citizenship Education to be implemented in schools.
- Recommendations to avoid religious antagonisms and court actions.
- Federal funding and involvement in moral education programs.

Title of section 9: Competency-Based Education

- Introduction of competency-based education in Oregon in 1972.
- Shift towards competency education in various states.
- Use of standardized materials and lessons based on behavioral psychology.

Title of section 10: Educational Technology in Eastern Europe

- Development of educational technology in Central and Eastern European countries.
- Influence of socialist states and technological advancements.
- Specific characteristics of educational technology development in socialist countries.

Pages - 161 -- 170

Title of section 1: Centralized Educational System in Socialist Countries

- Educational systems in socialist countries (except Finland and Greece) are centralized.
- Central state measures are implemented to modernize education.
- Methodology based on solid technological foundations and educational technology is widely used.
- Unified curricula and thorough preparatory work are emphasized.

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Title of section 2: UNESCO's Lifelong Learning Philosophy

- UNESCO emphasizes lifelong learning in schools worldwide.
- The Faure report stresses the importance of adapting to rapid societal changes.
- Education should extend beyond traditional schooling to prepare individuals for lifelong learning.
- Education aims to change thoughts, actions, and feelings of students.

Title of section 3: Chinese Education Comparison

- Comparison between U.S. and Chinese education systems.
- Differences in testing, grades, values clarification, and societal focus.
- Emphasis on education serving the masses and combining with productive labor.
- Adoption of Chinese education models in the U.S., including lifelong learning programs.

Title of section 4: Mastery Learning and Educational Objectives

- Professor Benjamin Bloom's paper on mastery learning and educational objectives.
- Influence of Bloom's Taxonomy of Educational Objectives.
- Emphasis on individualized instruction and mastery learning programs.
- Implementation in school districts across North America.

Title of section 5: Georgia Basic Life Process Skills Program

- Proposed instructional time allocation in Georgia's school programs.
- Percentage breakdown for subjects like Basic 3 R's, Life Process Skills, Citizenship Studies, Science, Career Education, and Health/Physical Education.
- Connection to Bloom's Taxonomy of Educational Objectives.
- Funding by Exxon Corporation and the U.S. Department of Education.

Title of section 6: Establishment of U.S. Department of Education

- Fulfillment of President Jimmy Carter's promise to the National Education Association.
- Creation of the U.S. Department of Education in 1979.
- Integration into international policy-planning conferences.
- Linkage with the Center for Educational Research and Innovation (CERI) and OECD.

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Title of section 7: Schooling Study in the United States

- Study of schooling in the United States in the 1960s by John Goodlad.
- Recommendations for high school graduation age and core curriculum.
- Focus on work-study-community service integration.
- Commissioned books related to global education and community partnerships.

Title of section 8: Address on Gifted and Talented Children

- Senator Jacob Javits' request to print Arthur Lipper's address on gifted children.
- Lipper's emphasis on developing gifted children for future peace and stability.
- Discussion on identifying and supporting economically deprived gifted children.
- Proposal for boarding schools for gifted children with non-constructive home lives.

Title of section 9: Competency-Based Education in Pennsylvania

- Critique of Project '81 in Pennsylvania for competency-based education.
- Challenges in defining competencies for adult success.
- Concerns about curriculum changes and college requirements.
- Impact on teacher education and potential for educational restructuring.

Title of section 10: Super-Learning Techniques

- Introduction to super-learning techniques by Georgi Lozanov.
- Application of suggestology for learning, healing, and intuitive development.
- Utilization of altered states of consciousness for learning.
- Synchronization of rhythms, intonations, music, breathing, and body rhythms for enhanced learning.

Pages - 171 -- 180

Title of section 1: Introduction of the Book "158 ST:EPS TO BETTER 1W;RITE"

- Published in 1979 by Gene Stanford
- Example of humanistic influence in writing textbook format

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Title of section 2: Exercise C from the Book

- Sample paragraph with instructions for students to underline thesis sentence and identify construction used (funnel or contrast)
- Emphasis on supporting points preview

Title of section 3: Endnotes Information

- Various references provided including T.I.L.L., Sue 1998 entry, Danielson's quote, Maine Facilitator Center, etc.

Title of section 4: Overview of "The Effective Eighties"

- Definition of "effective" as used in education context
- Link between Outcome-Based Education (OBE) and Effective Schools Research (ESR)

Title of section 5: Impact of OBE on Academic Test Scores

- Concerns about decline in test scores in schools implementing ESR/OBE
- Shift from norm-referenced tests to performance-based assessments

Title of section 6: Statements by Benjamin Bloom and Thomas A. Kelly

- Purpose of education according to Benjamin Bloom
- Views on brain usage and education by Thomas A. Kelly

Title of section 7: Transformation of Education in the 1980s

- Ronald Reagan's education agreements with the Soviet Union
- Establishment of Task Force on Private Sector Initiatives

Title of section 8: Critique of Educational Restructuring

- Abolishment of National Institute of Education under Secretary T.H. Bell
- Transition from academics to workforce training in public schools

Title of section 9: Preface of the Book "Schooling for a Moral Crisis"

- Importance of reaching parents and the general public with a global perspective
- Potential conflicts between home values and educational values

Title of section 10: Introduction to "Educational Goals: Studies and Surveys in Comparative Education"

- Reflections on the crisis of education since the 1960s
- Focus on innovation, societal goals, and educational theories

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Title of section 1: Overview of K-12 Goals Collection

- Resource for developing diagnostic-prescriptive Mastery Learning approaches
- Advocates the use of Management by Objectives and Planning, Programming, and Budgeting Systems
- Encourages values clarification and behavior modification

Title of section 2: Content of Goals Collection

- No established content due to changing facts and difficulty in identifying important facts

Title of section 3: Illegal Federal Involvement in Curriculum Development

- Evidence of federal involvement in curriculum development
- Charlotte Danielson's acknowledgment of using the Goals Collection in Outcome-Based Education

Title of section 4: Outcome-Based Education Definition

- Outcome-Based Education linked to Effective Schools Research
- Focus on organizing schools properly for student success

Title of section 5: Behavior Modification Procedures

- Procedures based on scientific research principles
- Connection to mastery learning, outcome-based education, and direct instruction

Title of section 6: Project on Alternatives in Education (PAE)

- Proposed research/reform plan for secondary education
- Conducted by leading American change agents

Title of section 7: Federal Funding in Education

- Federal funds account for a significant portion of national educational expenditures
- Federal involvement in educational research activities

Title of section 8: Association for Educational Computing and Technology (AECT)

- Received federal contract for Project BEST
- Emphasized modern information technologies for improving basic skills teaching and learning

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Title of section 9: Effective Schools Research

- Factors contributing to school effectiveness
- Bureaucratic organization model for effective schools

Title of section 10: National Assessment of Educational Progress (NAEP) Report

- Role of major tax-exempt foundations in developing a national curriculum
- Council of Seven's role in shaping the report and developing higher educational standards

Pages - 191 -- 200

Section 1: Introduction to the Report

- Report titled "Information Society: Will Our High School Graduates Be Ready?"
- Prepared by Roy Forbes and Lynn Grover Gisi from the National Assessment of Educational Progress (NAEP)
- Aimed to stimulate research and communication on technology's impact on education

Section 2: Warning of Decline in High-Order Skills

- Two million students may graduate without essential skills for employment in the information society by 1990
- Need for higher-level skills like critical thinking, problem-solving, creativity, and communication
- Decline in high-order skills among high-school students highlighted

Section 3: Impact of Technology on Labor Force

- Computer chip replacing oil in the U.S. economy
- Basis for a new information society requiring more complex skills than basic reading, writing, and computing
- Emphasis on evaluation, analysis, synthesis, application, decision-making, and communication skills

Section 4: Challenges Faced by U.S. Education System

- Foreign competition leading to upgrading of educational programs in other countries
- Decentralization of learning from traditional schools into homes, communities, and industries
- Unique problems posed by the U.S. educational system due to diversity and local/state control

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Section 5: Students' Role in Reshaping Instructional Delivery

- Technology reshaping instructional delivery systems
- Potential decentralization of learning into various settings beyond traditional schools
- Shift towards more relevant education linked to the world of work

Section 6: Need for Relevant Education and Quality Control

- Education must become more relevant to the world of work
- Importance of informational feedback systems on student successes
- Focus on outcomes rather than inputs for quality control and program planning

Section 7: Complexity of American Schooling

- American schooling no longer lacks basics but faces complexities for mature learning, citizenship, and adult success
- Emphasis on developing skills for the information age beyond minimal requirements
- Recognition of the need for higher-order skills for future graduates

Section 8: Call for Incorporating Long-Term Information

- Lack of incorporation of long-term information into management system's program planning
- Need for quality control measures focusing on outcomes and student success
- Acknowledgment of the changing landscape of education and workforce requirements

Section 9: Impact of Technology on Educational Systems

- Technology has the potential to reshape instructional delivery systems
- Decentralization of learning from traditional schools to diverse settings
- Shift towards more relevant education linked to the world of work

Section 10: Summary and Conclusion

- Urgent need to address the decline in high-order skills among high-school students
- Emphasis on preparing students with complex skills for the information age
- Call for educational reforms to meet the demands of the evolving workforce landscape

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Title of section 1: U.S. Education System Challenges

- The U.S. faces threats to its position as a technology leader and competitor in world markets.
- Cooperative efforts involving all segments of society are needed to solve education problems.
- American industry and labor are called upon to play a greater role in addressing these challenges.

Title of section 2: Criticisms of American Schooling

- Concerns raised about the quality of American schooling, particularly in the Southern region.
- Emphasis on the need for basic skills like reading, writing, and computation.
- Disagreement with the focus on "higher order skills" without a strong foundation in basics.

Title of section 3: International Conference on Parent/Citizen Involvement

- Overview of the International Conference held in Salt Lake City in 1982.
- Key supporters and participants of the conference.
- Focus on assessing and planning positive actions for parent/citizen involvement in schools.

Title of section 4: Memorandum to Secretary Bell

- Details of upcoming events listed in the memorandum.
- President Reagan's initiative involving the National Diffusion Network and National Health Screening Council.
- Grassroots opposition leading to the cancellation of certain activities.

Title of section 5: President Reagan's Visit to P.S. 48

- President Reagan's scheduled visit to an elementary school in New York City.
- Significance of introducing the President to Dr. Ethna Reid and her teaching method.
- Implications of the effort to showcase specific teaching methodologies.

Title of section 6: T.H. Bell's Commission on Excellence Report

- The report laid the groundwork for restructuring American education.
- Criticism of the commission's approach and recommendations.
- Mention of deliberate crisis creation to push educational reforms.

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Title of section 7: International School Improvement Project Conference

- Discussion of key components of the U.S. education reform movement at the conference.
- Reference to the Concerns-Based Adoption Model (CBAM) in educational research.
- Connection between international meetings and educational agendas.

Title of section 8: Functional Literacy and Workplace Training

- Importance of defining functional literacy for adult education.
- Efforts to assess and improve functional literacy levels.
- Emphasis on aligning education with societal changes and technological advancements.

Title of section 9: Computers in Education

- Speculation on expert and novice thinking in science education.
- Need to understand students' prior conceptions and obstacles to learning.
- Role of computers in modern education and their impact on teaching methods.

Title of section 10: Teaching Methodologies and B.F. Skinner

- B.F. Skinner's views on improving teaching methods in public education.
- Emphasis on individualized instruction and mastery learning.
- Critique of traditional teaching approaches and advocacy for programmed instruction.

Pages - 211 -- 220

Section 1: Introduction to Educational Changes

- Academic standards declined since the 1960s.
- Shift towards psychological development and social adjustment of students.
- Federal funding allocated for educational reform programs.
- Behavioral scientists, sociometrists, and psychiatrists' methods introduced in classrooms.

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Section 2: Behavioral Techniques in Education

- Techniques like role-playing, psychodrama, simulation games used.
- Training teachers in behavioral modification methods.
- Change agents trained to facilitate educational change.
- Diagram illustrating the role of change agents in influencing stakeholders.

Section 3: Concerns About Change Agents

- Change agents decide on changes in schools.
- Early Majority and Resisters identified in community.
- Leaders' support crucial for implementing change.
- Goodlad's report emphasizes the psychological readiness for change.

Section 4: Conflict with Democratic Principles

- Changes in curriculum not democratically decided.
- Maryland State Teachers Association lobbying against parental access to classroom materials.
- Education termed psycho-social, humanistic, and diagnostic.
- Educators diagnose students' emotional and intellectual development levels.

Section 5: Attitudinal Changes in Students

- Teachers aim to bring about desired attitudinal changes.
- Tactics like magic circle discussions used to reveal students' feelings.
- Inside-Out program encourages discussing personal experiences like parents' divorce.

Section 6: Impact of Federal Funding

- National programs receiving federal funding for psychological and social development.
- Benjamin Bloom's concept of intended behavior classification.
- Use of tactics like magic circle discussions and Inside-Out program in classrooms.

Section 7: Influence of Teachers as Change Agents

- Teachers encouraged to be effective change agents.
- Federal funding supporting programs for attitudinal changes in students.
- Programs focusing on revealing personal feelings and experiences in classrooms.

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Section 8: Psychological Aspects in Education

- Emphasis on psychological development alongside academic achievement.
- Federal funding for programs focusing on emotional, perceptual, and conceptual development.
- Educators diagnosing students' attitudes and opinions for desired changes.

Section 9: Classroom Discussion Techniques

- Magic circle discussions used to explore personal feelings.
- Inside-Out program encourages discussion of personal experiences.
- National programs funded for encouraging self-revelation in students.

Section 10: Impact of Educational Changes

- Shift towards psychological and social development in education.
- Federal funding supporting programs for revealing personal feelings and experiences.
- Programs aimed at attitudinal changes in students through classroom discussions.

Pages - 221 -- 230

Title of section 1: Reactions to the death of a friend, pet, or relative

- Logbooks are workbooks used with language arts textbooks for children to express personal responses to stories dealing with emotions and moral dilemmas.
- Techniques like diaries and role-playing were introduced in American schools by Hilda Taba and Jacob Moreno for self-revelation and evaluation.
- Diaries are used for self-revelation, evaluation, and criticism, providing insights into a child's beliefs, attitudes, and interactions.

Title of section 2: Strategies for self-revelation

- Hilda Taba and Jacob Moreno introduced techniques like diaries and role-playing in American public schools.
- The U.S. Office of Education funded Taba to develop social studies programs using role-playing and diaries for children's social adjustment and personality development.
- Diaries are important psychological tools providing a record of a child's personality profile needed for behavior or attitude alteration.

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Title of section 3: Psycho-social approach to education

- Children are taught concepts through psychotherapy in the psycho-social approach to education.
- Examples of diary types suggested for classroom use include budget diary, religion diary, hostility diary, affectionate feelings diary, etc.
- Psycho-drama is used for attitudinal change in education, involving themes like pruning away defective persons to improve group quality of life.

Title of section 4: Effective teaching strategies

- Mastery learning practices by B.F. Skinner and others aim to deliver predictable learning mastery results through programmed actions.
- Immediate feedback, correction of errors, and controlled progress are key steps in learner-centered mastery learning instruction.
- The ultimate goal is to achieve predictable success for every learner through effective school programs and systematic approaches.

Title of section 5: Community service in schools

- David Hornbeck, Superintendent of Maryland's Public Schools, advocated for mandating community service at state-approved places.
- The goal of service in schools is to teach values and help students understand the importance of serving to be fully human.

Title of section 6: Effective Schools Research Movement

- Three primary programs related to effective schools design and implementation have been developed over the past thirty years.
- Professionals like Wilbur Brookover, Ron Edmonds, B.F. Skinner, Madeline Hunter, and R.E. Corrigan have initiated successful educational programs for achieving predictable success for every learner.
- Mastery learning practices and teaching strategies are combined in a systematic approach for district-wide installation of effective schools.

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Title of section 1: Coalition of Essential Schools Principles

- Focus on helping adolescents to learn to use their minds well.
- Emphasis on students mastering a limited number of essential skills and areas of knowledge.
- Personalized teaching and learning with each teacher having no more than 80 students.
- Elimination of graduation requirements based on Carnegie Units.
- Emphasis on student-as-worker philosophy and demonstration of mastery of skills and knowledge.

Title of section 2: Growth of Coalition of Essential Schools

- Founded in 1984 by Dr. TheodoreSizer at Brown University.
- Grew from twelve "charter" schools in four states to over 130 member schools in nearly thirty states by 1993.
- CES sponsors Re: Learning partnership with participating states for essential school change.
- Evaluation studies found gains weren't measurable, but philanthropist Walter H. Annenberg pledged \$50 million to support the Annenberg Institute for School Reform.

Title of section 3: Education Reform Projects

- Major education reform projects like ODDM, Utah Grant, and NCEE failed to improve academic test scores.
- Example of Rochester, NY's reform movement not leading to improved graduation rates.
- Emphasis on the challenges faced by education reform initiatives in achieving desired outcomes.

Title of section 4: Importance of Student Experience in School

- John I. Goodlad emphasized the significance of how students feel about school over standardized test scores.
- Adherence to norm-referenced standardized test scores can hinder school improvement efforts.
- Highlighting the need to prioritize student experience and engagement in educational settings.

Title of section 5: Teacher Training in Portugal

- Testimony by Kevin Ryan regarding the development of a teacher-training faculty system in Portugal after the communist takeover.
- Boston University chosen to train faculties of new teacher education institutions in Portugal.
- Emphasis on the role of American teacher education curriculum in shaping Portugal's educational system post-revolution.

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Title of section 6: Hatch Amendment Regulations

- Charlotte Iserbyt's critique of the Hatch Amendment regulations and lack of enforcement mechanisms.
- Concerns raised about the influence of regulations on educational practices and values.
- Importance of clear regulations in establishing accountability and redress mechanisms in education.

Title of section 7: Mastery Learning Programs

- Proponents defend Mastery Learning method despite rejection by Chicago.
- Benjamin Bloom cited as a key figure in Mastery Learning approach.
- Adoption of Mastery Learning programs in major urban school systems across the U.S.

Title of section 8: Total Academic Learning in Texas

- Introduction of TOTAL program in Texas to aid compliance with education laws.
- Development of foundation curriculum documents covering essential elements in various subjects.
- Focus on providing teachers with resources beyond textbooks to enhance student learning experiences.

Title of section 9: Maine's Educational Progress Assessment

- MAEP test item bank included questions on Soviet occupation of Eastern Europe after World War II.
- Correct answer attributed Soviet occupation to the desire for security along borders.
- Questioning the rationale behind international responses to territorial occupations.

Title of section 10: Teacher Training Seminar in Maine

- Facilitator Center flyer promoting a teacher training seminar on "Models of Teaching" by Bruce Joyce et al.
- Distribution of flyers in 1985 to promote professional development opportunities for educators.
- Emphasis on enhancing teaching models and strategies for effective classroom instruction.

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Section 1: Direct Instruction Model

- Deductive approach to learning
- Requires multisensory lessons, constant monitoring by the teacher, and a wide range of review practices

Section 2: Character Education Program

- Funded by the U.S. Department of Education in 1985
- Included personal responsibility skills and ethical decision-making
- Disseminated nationally through workshops, conferences, and electronic learning exchange

Section 3: Middle School Achievement Skills Program

- Based on Maslow's psychological theories
- Utilizes consciousness-altering methods like self-hypnosis and relaxation therapy
- Incorporates psychotherapeutic values clarification techniques

Section 4: U.S.-Soviet Education Agreements

- Signed in 1985 for cooperation in science, technology, and education
- Focus on computer applications in early elementary education

Section 5: Norman Dodd's Americanism Award

- Honored for exposing anti-American activities of major foundations
- Recognized for bringing attention to the influence of tax-exempt foundations

Section 6: Outcome-Based Education/Mastery Learning

- Outcome-based education and mastery learning are differentiated
- Mastery learning supports the OBE movement
- Various effective school practices enhance OBE/ML programs

Section 7: National Task Force on Educational Technology

- Proposed educational transformation to Mastery Learning for economic, social, and cultural health
- Emphasized the importance of supporting educational transformation

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Section 8: State Interference in Curriculum

- Educators objected to standardized testing influencing curriculum
- Concerns raised about state control over teaching methods

Section 9: Federal Control of Education Research

- Debate over government involvement in educational research
- Cooperative agreement mandates government involvement in research projects

Section 10: Paulo Freire's Influence on World Education

- Widely known for his literacy campaigns and radical education methods
- Emphasized critical comprehension of reality and social transformation through education

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Title of section 1: Positive Interdependence in Group Work

- Students must feel they need each other to complete tasks together.
- Ways to create positive interdependence include mutual goals, joint rewards, shared materials and information, and assigned roles.

Title of section 2: Norman Dodd's Discovery

- Norman Dodd discovered that some foundations were working under directives from the White House to alter life in America for a comfortable merger with the Soviet Union.

Title of section 3: NCA's Outcomes Accreditation Model

- NCA's model focuses on improving student success through measuring changes in student behavior over time.
- Schools target evaluation efforts by measuring outcomes and focus on improving student performance in specific areas.

Title of section 4: Mastery Learning Flow Chart

- Mastery learning breaks the failure cycle by guiding students through different steps towards task completion success.
- The flow chart describes behavior modification methods behind mastery learning and direct instruction.

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Title of section 5: Education Developments in 1987

- Various education-related events occurred in 1987, including awards, articles, and speeches related to education reform and policies.

Title of section 6: Protection from New Age Training

- EEOC Policy Notice provided protection from mandatory New Age training conflicting with employees' religious beliefs in the workplace.

Title of section 7: Effective School Research International Congress

- The International Congress for Effective Schools drew participants from 13 nations to London, emphasizing effective school research as a global educational approach.

Title of section 8: Education and the Economy

- Dr. Sue E. Berryman's paper discusses the transformation of the American economy and its implications for education.
- The paper highlights the need for fundamental changes in what, to whom, when, and how we teach in response to economic changes.

Title of section 9: Challenges in Education Reform

- The incomplete nature of current education reforms is highlighted, calling for fundamental changes in teaching methods and curriculum to align with workforce demands.

Title of section 10: Opposition to Thinking Tactics

East Gibson County Group opposed the use of Tactics for Thinking developed by Robert Marzano, leading to debates and demonstrations against the tactics.

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Title of section 1: Overview of Tactics for Thinking Program

- The program was developed at the Midcontinent Regional Educational Laboratory (McREL) and published by ASCD in 1986.
- Critics argued that the program brainwashes children and promotes a "New Age" agenda.
- The program teaches 22 skills divided into three categories: Learning-to-Learn Skills, Content Skills, and Reasoning Skills.

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Title of section 2: Controversy Surrounding Tactics for Thinking Program

- Critics in East Gibson, Indiana, claimed the program used techniques similar to hypnotists and mind control.
- Marzano denied controversial or sensitive material in the program.
- Washington ASCD stopped providing Tactics training due to controversy but continued to build awareness of it.

Title of section 3: Field Testing and Training of Tactics Program

- Marzano reported a decrease in math and reading achievement on standardized tests during field testing.
- ASCD sold over 17,000 teacher's manuals, 3,600 trainer's guides, and 150 videotapes of the program.
- Marzano estimated that 20,000 teachers have been trained in the program.

Title of section 4: Education Update on Tactics for Thinking Program

- ASCD Executive Editor Ron Brandt described Tactics as a practical way to teach students to think well.
- The program focused on teaching attention control and improving performance through concentration.
- Critics in East Gibson, Indiana, raised concerns about the vocabulary used in the program.

Title of section 5: National Citizens Alliance Press Conference

- NCA criticized the Education Department for promoting "mind-control" curricula using hypnosis-like techniques.
- NCA called for an end to funding such programs and Soviet exchanges in education.
- NCA also raised concerns about psychological and psychiatric testing in Pennsylvania's educational assessments.

Title of section 6: Report on Work, Family, and Citizenship

- The W.T. Grant Foundation's Commission recommended service projects and community service as graduation requirements.
- Schools were advised to establish attractive service opportunities for young people.
- Partnerships between business and government were encouraged for job training opportunities.

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Title of section 7: Invitational Conference on Children, Computers, and Education

- Educators from various countries met in the U.S.S.R. to discuss integrating computers into education.
- Informatics and algorithmic thinking were highlighted in Soviet schools.
- The conference aimed to promote diverse uses of computers in the curriculum.

Title of section 8: Push for National Curriculum

- Chester E. Finn Jr. advocated for the development of a national curriculum.
- The article emphasized the need for a structured system to assess and credential experienced teachers.
- The new national system aimed to offer prestigious credentials to experienced teachers based on classroom observations and new tests.

Title of section 9: National Teaching Certificate Details

- The National Board for Professional Teaching Standards outlined a voluntary national certification system starting in 1993.
- The certification aimed to improve teacher training and draw more qualified individuals into teaching.
- Teachers needed a bachelor's degree and three years of experience to apply for certification.

Title of section 10: Vision for Education in the Future

- Dr. Donald Thomas emphasized the importance of lifelong education and community involvement.
- Schools were urged to operate year-round and focus on developing a win-win philosophy.
- The article highlighted the need for schools to prepare students for the 21st century with a focus on citizenship and global literacy.

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Title of section 1: Introduction to SCANS Commission

- SCANS (Secretary's Commission on Achieving Necessary Skills) established in 1990.
- Aimed to define skills needed for workplace success.
- Reports published to outline necessary know-how for students and workers.

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Title of section 2: Components of SCANS Reports

- Learning a Living: A Blueprint for High Performance Economy.
- Defines competencies and foundation for SCANS know-how.
- Traces relationship between competencies and common occupations.
- Provides practical suggestions for applying SCANS in education and training.

Title of section 3: Controversial Component of SCANS - Personal Qualities

- SCANS included grading citizens on personal qualities like responsibility, self-esteem, sociability, etc.
- Hypothetical resume example graded personal qualities and work experience.
- Raised concerns about government assigning grades to citizens' personal traits.

Title of section 4: Implementation of SCANS in Ohio - Career Passport

- Ohio's Career Passport collects student records showcasing past performance.
- Includes resume, transcript, career goals, activities, awards, community involvement.
- Employers can request Career Passport for hiring decisions.
- Encourages accountability, initiative, and motivation in job candidates.

Pages - 281 -- 290

Section 1: Making Academics Count Initiative

- Encourages awareness of workplace skills importance.
- Encourages organizations to promote higher achievement among students.
- Provides online resources for more information.

Section 2: Importance of Workplace Skills

- Emphasizes the significance of workplace skills over general education level.
- Quotes Thomas Sticht on the importance of labor force dependability and management.

Section 3: Arkansas Education Reform

- Discusses Governor William Jefferson Clinton's reform measure in Arkansas.
- Highlights efforts towards comprehensive statewide reform and National Education Goals.

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Section 4: Professional Pay and Productivity

- Discusses behavior modification in the workplace to increase productivity.
- Mentions the use of productivity bonuses based on measurable factors.

Section 5: National Alliance for Restructuring Education

- Proposes restructuring education system for the 21st century.
- Lists partners involved in the initiative.

Section 6: World Conference on Education for All

- Outlines outcomes and goals from the conference.
- Highlights the importance of meeting basic learning needs globally.

Section 7: Principles of School Restructuring

- Provides principles for restructuring schools.
- Emphasizes the need for specific student outcomes aligned with employability criteria.

Section 8: Technology in Education

- Discusses the role of technology, specifically computers, in enhancing basic skills.
- Mentions strategies for effective teaching of basic skills using technology.

Section 9: Vision for Future Education

- Explores the changing landscape of education towards the year 2000.
- Lists key requirements for students in the future education system.

Section 10: Holistic Education and Global Values

- Discusses the shift towards holistic education and global interconnectedness.
- Mentions the integration of ethical/moral context and sustainability in education.

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Title of section 1: America 2000 Plan

- President Bush's Secretary of Education Lamar Alexander presented the plan in 1991.
- Proposed radical restructuring of American society.
- Aimed to create a New Generation of American Schools.
- Emphasized year-round schooling and extended hours for students.

Title of section 2: The Challenge: America's Skills and Knowledge Gap

- Other countries investing in education improvements.
- Lack of systematic matching of training to needs.
- Efforts to track progress of international competition.
- Introduction of Human Resources Development Plans by Carnegie's Marc Tucker.

Title of section 3: Educational and Cultural Exchanges

- Educational exchanges between Reagan and Gorbachev led to unexpected outcomes.
- Russian police officers flying American police helicopters.
- Exchange program aimed at spreading goodwill and sharing ideas.

Title of section 4: Seniors' Church Attendance

- High school seniors in 1990 less involved in organized religion compared to the 1970s.
- Institute for Social Research data highlighted the decline in religious interest among students.
- Schools successful in promoting non-absolutist, humanistic values.

Title of section 5: Global Alliance for Transforming Education (GATE) Vision

- Calls for personalized assessments replacing grades and standardized tests.
- Emphasizes holistic education and multiple ways of knowing.
- Advocates for freedom of choice and educating for global citizenship.

Title of section 6: Conclusion on Education Transformation

- Recognition of the need to transform education structures and methods.
- Call for addressing human and environmental challenges.
- Adoption of new approaches to meet evolving educational needs.

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Title of section 7: GATE Partnerships with Business

- Emphasis on building partnerships with businesses for educational transformation.
- Connection between Total Quality Management and holistic education.
- Collaboration with United Nations organizations for global education initiatives.

Title of section 8: Reach for the Star Proposal

- Shift towards outcome-based education and school restructuring.
- Focus on individual student achievement and readiness for life.
- Recommendations for statewide assessment systems and academic standards.

Title of section 9: Company Schools and Curriculum Critique

- Proposal for company-sponsored schools at work sites.
- Critique of American school curricula as less challenging compared to other countries.
- Shift towards competency-based education and school-to-work programs.

Title of section 10: Human Capital and America's Future

- Employer beliefs about educated individuals not always confirmed in practice.
- Initiatives proposed to alleviate poverty and address income disparities.
- Economic prosperity linked to stability and addressing wealth gaps.

Pages - 301 -- 310

Title of section 1: The Edison Project, Time-Warner & Whittle Communications

- Chris Whittle's Edison Project aims to establish a national, private, for-profit school system.
- Time-Warner is a key partner in the Edison Project and owned 50% of Whittle Communications LP.
- Initial partners and financiers of the Edison Project included Phillips Electronics and Associated Newspapers Holdings.
- Team members of The Edison Project include prominent figures like Benno C. Schmidt, Jr., Lee Eisenberg, Dominique Browning, Chester E. Finn, Jr., and John Chubb.

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Title of section 2: NASDC Design Teams

- NASDC is a non-profit corporation established by American business leaders under President Bush's request to develop innovative schools.
- The eleven winning design teams selected by NASDC are for-profit entities.
- NASDC is part of America 2000, an education restructuring strategy initiated by President Bush.
- Clinton Administration Secretary of Education Richard W. Riley views NASDC and America 2000 as a powerful combination for educational change and improvement.

Pages - 311 -- 320

Section 1: Partnership for Systemic Change in Education

- Chairman Kearns emphasizes that a partnership between Executive Management Council and NASDC will bring about systemic change in education.
- Benno Schmidt of the Edison Project discusses the need for reform in schools to focus on liberal educational purposes, curiosity, imagination, and innovative ideas.

Section 2: National Curriculum Advocacy

- Dr. Dennis Cuddy highlights Chester Finn's advocacy for a national curriculum.
- Finn proposes core learning standards for students with penalties for non-compliance and suggests conferring benefits on those who meet the standards.

Section 3: State Intervention in Education

- Finn's proposal includes state intervention in school districts not meeting educational responsibilities.
- The U.S. Department of Education's "White Paper" discusses potential state takeovers of local schools not meeting certain standards.

Section 4: Educational Innovation and Reform

- John Chubb, part of the Center for Educational Innovation, aims to improve the American educational system through research and new approaches.
- Chubb and his team propose bold solutions to enhance Texas public schools.

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Section 5: Vouchers and Privatization in Education

- Vouchers are seen as crucial for privatizing and decentralizing education through programs like the Edison Project.
- Mainstream news sources highlight how vouchers can benefit private school projects like the Edison Project.

Section 6: Critique of Education Privatization

- Critics argue that education privatization is not truly free-market enterprise when funded by taxpayers.
- John Chubb's involvement in promoting education "choice" raises concerns about government control and funding.

Section 7: Parental Involvement in Education

- Programs like Parents as Teachers (PAT) raise concerns about state control over children's education and family dynamics.
- PAT program mandates certified parent educators to evaluate children and track them throughout their lives.

Section 8: Vision for Work-Based Learning

- President George Bush proposes a national framework for youth apprenticeship programs to prepare young people for the workforce.
- The proposal emphasizes academic achievement, job training, and work experience for students.

Section 9: School Reform Initiatives in Kentucky

- Kentucky implements radical reforms in education, combining grades and focusing on analytical learning methods.
- Schools in Kentucky experiment with innovative teaching approaches to improve student outcomes.

Section 10: Total Quality in Schools

- Joseph C. Fields advocates for a customer-centric approach in education, emphasizing accountability and competitiveness.
- Fields suggests involving parents in providing services to schools and certifying cooperative parents.

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Section 1: Reform in Education

- Teachers from different subjects come together for collaboration.
- Emphasis on team-building and breaking down barriers.
- Decentralization and site-based management are highlighted.
- Schools focus on stretching time on task with flexible schedules.
- Academic core with a career emphasis is proposed.

Section 2: Mikhail Gorbachev's Vision

- Gorbachev advocates for a new world order based on consensus.
- Calls for the United States to work under the authority of the United Nations.
- Emphasizes the need for international institutions acting on behalf of all.
- Suggests using American influence to transform international responsibility.

Section 3: Overcoming Resistance and Facilitating Change

- NTL Institute focuses on behavior modification through scientific methods.
- Aims to reshape attitudes by changing underlying beliefs.
- Highlights the importance of personal change for effective societal change.
- Advocates for facilitating change at both personal and organizational levels.

Section 4: International Partnership in Education

- Collaboration between NCREL and Russian Ministry of Education.
- Focus on decentralization, democratization, and demilitarization of Russian schools.
- Involvement in the Metropolis Project for systemic change in urban education.
- Emphasis on authentic learning, global education, and strategic teaching.

Section 5: Future of the Teaching Profession

- Critique on the current focus of schooling as job training.
- Comparison of education systems in democratic societies.
- Emphasis on redefining education to prepare students for the world of work.
- Concerns about the impact of traditional education structures.

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Section 6: Deming's Views on Quality Education

- Dr. W. Edwards Deming's critique on education system during a live conference.
- Emphasis on creating learning environments for growth and change.
- Discussion on the role of leadership throughout organizations.
- Differences in perspectives on knowledge production within organizations.

Section 7: Skills for Disabled and Non-Disabled Students

- National Center for Educational Outcomes lists academic and life skills for all students.
- Focus on developing skills for successful daily life management.
- Indicators for students to make healthy lifestyle choices and cope with stresses.
- Emphasis on achieving the best outcomes for all students.

Section 8: Literature in Education

- Use of literature to broaden experiences and examine beliefs.
- Emphasis on reshaping thoughts and reflecting on human conditions.
- Insights into personal and others' lives through literature.
- Connection between literature and environmental, economic, and social issues.

Section 9: Character Education Resurgence

- Growing consensus on teaching traditional ethical values in schools.
- Movement towards character education to reduce antisocial behavior.
- Challenges in transmitting positive moral values in schools.
- Support for values education despite past controversies.

Section 10: School-to-Work Opportunities Act

- Legislation passed to implement a school-to-work system.
- Incorporation of Danish model for polytech education.
- Focus on preparing students for specific industries through magnet schools.
- Emphasis on aligning education with workforce needs.

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Title of section 1: Overview of School-to-Work Transition in the United States

- CLC brought together experts to identify pressing questions and problems in building school-to-work transition systems.
- Consensus on five areas needing attention: Building a System, Developing Standards, Building Partnerships, Designing Quality Programs, Providing Career Guidance.

Title of section 2: Comparative Learning Teams Project Initiation

- CLC initiated the Comparative Learning Teams Project to address key issues in school-to-work transition.
- Request for proposals nationwide led to grants awarded to five organizations for international learning investigations.

Title of section 3: Objectives of Comparative Learning Teams

- Teams visited European sites with sophisticated school-to-work transition systems.
- Teams gained insights from foreign counterparts and firsthand exposure to European systems.

Title of section 4: Impact of Comparative Learning Teams

- Team members used European experience in designing state systems under the Federal School-to-Work Opportunities Act.
- Findings guided policy work on engaging industry, skill standards design, and system-building efforts.

Title of section 5: American Policy Leaders' Interest in European Systems

- American policymakers have looked to Europe for effective school-to-work transition strategies.
- European achievements sparked enthusiasm in the U.S. for potential positive impacts of reform.

Title of section 6: Challenges Faced by American Policymakers

- Issues such as funding mechanisms, industry partnerships, and relevant standards have been core challenges investigated in Europe.
- International experience remains significant as states implement comprehensive reform under the School-to-Work Opportunities Act.

Title of section 7: Acknowledgment of Lead Organizations

- Thanks expressed to lead organizations for the project: The Austin Chamber of Commerce, New Standards Project, Council of Chief State School Officers, National Alliance of Business, and Northwest Regional Educational Laboratory.

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Title of section 8: Key Findings and Insights

- Reports from the teams provide valuable information and insight into the best international lessons.
- Information from the reports will guide further policy work in the U.S. on school-to-work transition systems.

Title of section 9: Collaboration and Knowledge Sharing

- Participants have spoken at conferences, published comments in newspapers and newsletters.
- Key findings are guiding policy work around industry engagement and skill standards design.

Title of section 10: Importance of International Experience

- European systems' achievements have triggered enthusiasm in the U.S. for reform impact.
- Passage of school-to-work legislation and active state efforts highlight the significance of international experience in shaping U.S. policies.

Pages - 341 -- 350

Title of section 1: Industrial Policy Advocacy by Conservative Study Group

- A report advocating Republicans to embrace a planned economy is issued by the Institute for Contemporary Studies, founded by Reagan supporters.
- The report is supported by influential figures like Edwin Meese and Caspar Weinberger.

Title of section 2: Development of Educational Planning Systems

- Caspar Weinberger oversaw the development of planning systems in the Nixon Administration.
- Projects funded by the Office of Education focused on program evaluation and goal-oriented systems.

Title of section 3: National Skill Standards and Certification

- The Commission on Skills of the American Workforce recommended new educational performance standards.
- The Certificate of Initial Mastery and Technical/Professional Certificates were proposed for workforce skills assessment.

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Title of section 4: School-to-Work Initiatives

- President Bill Clinton signed the School-to-Work Opportunities Act in 1994.
- Programs like tutoring and skill development were implemented to bridge education and workforce needs.

Title of section 5: Business Involvement in Education Reform

- Business involvement in systemic education reform requires collaboration with stakeholders.
- Efforts to improve the U.S. educational system have faced challenges in effecting major changes.

Title of section 6: Models of Collaboration for Systemic Reform

- Case studies like Re:Learning and Partnership for Kentucky School Reform demonstrate collaborative efforts for school restructuring.
- Kentucky's Education Reform Act aimed at significant changes in school management and curriculum.

Title of section 7: Educational Exchanges with Former Soviet Union

- Teachers from the former Soviet Union express interest in exchanging tests and course materials with U.S. educators.
- Oregon schools establish ties with Russian educators to compare students' aptitudes and curricula.

Title of section 8: International Education Reforms

- China's CICC focuses on educational reforms and intercultural communications.
- CICC emphasizes standardization, compliance with natural laws, and exploitation of children's potential.

Title of section 9: Oregon's School Reform Plan

- Oregon implements a reform plan requiring students to earn certificates of mastery.
- The plan aims to raise academic standards and blend academics with vocational paths.

Title of section 10: School-to-Work Programs in Oregon

- Oregon pilot projects like Project Stars focus on career-oriented education.
- Students engage in real-world experiences and concentrate on specific career areas.

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Section 1: Community Learning and Information Network, Inc. (CLIN)

- CLIN was incorporated in 1992 with support from major corporations and education associations.
- CLIN aims to implement a community-linked learning technology and information delivery system using interactive video, networked computer-assisted learning, multimedia, and electronic mail.
- The goal of CLIN is to link every public and private school, institution of higher education, and corporate training sites in the United States.

Section 2: Concerns about Government Intrusion

- Some Americans reject partnerships like CLIN due to concerns about government intrusion in the home and family.
- Examples of government intrusion studied include Cuba, the former Soviet Union, Eastern bloc countries, and Communist China.
- Professor Davies's research raises concerns about lack of parental and taxpayer support for reform efforts.

Section 3: National Goals Panel's Action Toolkit

- The National Goals Panel's 235-page Action Toolkit aims to manipulate taxpayers into supporting Goal 2000 reform.
- Techniques recommended in the Toolkit include describing allies and opponents, identifying change agents, and leveraging influential figures to support proposals.
- The Toolkit includes case studies of how Christian ministers were manipulated into supporting educational reforms in specific communities.

Section 4: Critique of Integrated Thematic Instruction

- Susan Kovalik's Integrated Thematic Instruction model is critiqued by education researchers Marilyn Boyer and Barbara Volkman.
- The ITI model is based on brain-compatible learning for outcome/performance-based education.
- Controversy surrounds the elimination of traditional teaching methods in favor of new techniques promoted by ITI.

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Section 5: Brain Research Theories in Education

- Various brain research theories are incorporated into educational models, such as Triune Brain theory, Accelerated Learning, Left Brain/Right Brain Thinking, Seven Intelligences, Personality Types/Learning Styles, and Brain-Compatible Learning.
- Critics question the validity of these theories and their application in educational settings.
- Concerns are raised about the potential impact of these theories on student learning and development.

Section 6: Multiculturalism and National Identity

- Librarian of Congress James Billington criticizes multiculturalism and emphasizes the importance of maintaining a strong national identity.
- Billington highlights the need for a clear understanding of America's constitutional system, public institutions, and Judeo-Christian roots.
- He warns against balkanization and the erosion of shared values in American society.

Section 7: Collaboration between Education Associations and Religious Groups

- Efforts are made to find common ground between education associations and conservative religious groups on school reform.
- William Spady and Robert Simonds collaborate on outcomes-based education and establish a National Center for Reconciliation and Educational Reform.
- The partnership signals a shift towards working together on educational initiatives despite differing perspectives.

Section 8: Russian Teacher Exchange Program

- Russian exchange teacher Tanya Koslova works with SAD 53 and Maine Central Institute on educational projects.
- Collaboration between Russian and U.S. educators extends to workforce training and service learning initiatives.
- The exchange program aims to enhance cultural understanding and educational practices.

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Section 9: Service Learning in Salem-Keizer Community

- Service learning programs in Salem-Keizer involve students in community service activities to promote values, citizenship, and skills.
- Students engage in various service projects at local businesses, nonprofit agencies, and community organizations.
- Service learning fosters civic engagement and awareness of community needs among students.

Section 10: Maryland State Department of Education's Bulletin

- William Spady and Robert Simonds present a joint reform model emphasizing quality performance standards, community involvement, and challenging learning experiences.
- Both educators praise Maryland's Learning Outcomes as aligned with parents' preferences.
- Education associations recognize the importance of specific reform components for enhancing educational practices.

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Title of section 1: National Agreement on Voluntary National Standards

- Major education organizations, business groups, governors, and presidents advocate for voluntary national standards.
- Roots of Goals 2000 Act and School-to-Work Opportunities Act trace back to Bush legislation and a summit conference in 1989.
- Agreement reached on national goals for education at the Charlottesville summit.

Title of section 2: Evolution of Federal Government's Role in Education

- Shift in perception about federal government's role in education during the 20th century.
- Governors' mixed views on expanding federal influence in education.
- President Bush's failed school reform initiative in 1990.

Title of section 3: Lamar Alexander's Education Reforms

- Lamar Alexander's revision of education bill in 1991.
- Influence of Margaret Thatcher's national curriculum in England and Wales.
- Push for national standards for education.

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Title of section 4: Internationalization of Education

- Importance of international exchanges in education.
- Implementation of international socialist management and control system.
- Plans for reunification of nations as described by Clarence Streit and Andrew Carnegie's vision.

Title of section 5: Outcome-Based Education Failures

- Reports of OBE failures in various locations across the U.S.
- Examples include Chicago, New York, Utah, Kentucky, Washington, California, and more.
- Troubling consequences reported in newspapers and journals.

Title of section 6: Insights from Pasco, Washington Teachers Survey

- Pasco School District's pilot of OBE and subsequent teacher turnover.
- Survey results showing lack of benefits for children, division among teachers, and coercion to leave if not using OBE.
- Confidentiality and anonymity maintained in the survey.

Title of section 7: Tri-Cities Foundation for Academic Excellence Press Release

- Press release highlighting insights from former Pasco teachers on OBE.
- Survey conducted by TFAE to understand the impact of OBE on teacher retention.
- Results indicating negative perceptions of OBE among teachers.

Title of section 8: H.R. 1617 - The Careers Act

- Passage of H.R. 1617 in the U.S. House of Representatives in 1995.
- Consolidation of job training programs into a cohesive system.
- Shift in power to state governors and local workforce boards.

Title of section 9: National Issues in Education Book Overview

- Edited by John H. Jennings, focusing on Clinton Administration's legislative initiatives.
- Roots of Goals 2000 Act and School-to-Work Opportunities Act in Bush legislation and governor summit.
- Emphasis on national standards for education.

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Title of section 10: Strategic Planning in Education

- Use of strategic planning in local schools for OBE implementation.
- Mechanistic language and dehumanizing effects of OBE.
- Comparison of OBE language to CEO or social engineer terminology.

Pages - 371 -- 380

Title of section 1: Carnegie Corporation's Influence on American Education

- Carnegie Corporation and its subsidiaries have been key organizations in American education.
- They funded important entities like the Educational Testing Service and the National Assessment of Educational Progress.
- Carnegie Corporation's exchanges with the Soviet Union aimed at promoting international socialism.

Title of section 2: Nixon's Education Reforms

- President Nixon proposed national standards in education, a significant shift in education policy.
- Nixon's administration created the National Institute of Education and divided the nation into ten regions.
- This regional governance process was seen as a step towards world government.

Title of section 3: Democratic Presidents' Education Policies

- Presidents Kennedy and Johnson expanded federal aid to education in the 1960s.
- Their efforts faced criticism from conservatives who accused them of trying to nationalize education.
- A Republican president, Bush, advocated for a move away from local control of education.

Title of section 4: National Education Goals Panel

- The National Education Goals lacked legal standing despite their importance.
- Federal response to the goals was limited, with little funding or flexibility provided to reach them.
- The Goals 2000 Act aimed to transform the goals into a national movement with federal and state partnership.

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Title of section 5: Transatlantic Agenda

- The New Transatlantic Agenda aimed at joint action between the US and EU on global issues.
- The agenda focused on peace, development, democracy, global challenges, world trade, and transatlantic cooperation.
- The US committed to partnering with the EU to solve global problems.

Title of section 6: Changes in Standardized Testing

- SAT scores were reported to rise after changes to the test format.
- Critics argued that the test had been "dumbed down" with easier questions and more time given.
- Concerns were raised about the impact of lowering academic standards.

Title of section 7: Backlash Against Whole Language Instruction

- Parents turned to tutors due to dissatisfaction with the shift from phonics to whole language instruction.
- Sylvan Learning Centers saw increased enrollment as parents sought alternatives.
- Whole language philosophy was blamed for lower reading scores.

Title of section 8: Mastery Learning in Christian Schools

- Mastery Learning, based on Skinnerian psychology, was used in Christian schools with a Christ-honoring emphasis.
- The approach emphasized individualized instruction and allowing students to learn at their own pace.
- The goal was to ensure all students achieve basic standards while reaching their potential.

Title of section 9: New Age Beliefs in Education

- Dr. Shirley McCune's book discussed entering the Age of Aquarius and becoming androgynous.
- The book emphasized increasing vibratory frequency and accessing inner light for guidance.
- McCune's writings reflected New Age beliefs and spiritual evolution in education.

Title of section 10: Parent Advocacy Tool - Five Magic Questions

- Anita Hoge developed "Five Magic Questions" to help parents debate education issues.
- The tool aimed to empower parents in advocating for their children's education.
- It provided a structured approach for parents to engage with state legislatures.

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Title of section 1: Five Magic Questions for Parents

- Parents can use five questions to debate education outcomes that are subjective or vague.
- Questions include how outcomes are measured, who decides the standards, and how children will be remediated.

Title of section 2: Lawsuit Against Oregon Education Reforms

- Lawsuit filed challenging Oregon's statewide education reforms under the Oregon Education Act for the Twenty-first Century.
- Allegations include violations of constitutional rights and imposition of government-approved attitudes and beliefs.

Title of section 3: Report on National Standards in Ohio

- A report prepared for the Ohio State Board of Education in 1996 focusing on national standards, assessments, and certificates.
- Emphasizes the need for a unified system of education and employment at the national level.

Title of section 4: Critique of Education Legislation by Rep. Henry Hyde

- Rep. Henry Hyde criticizes education legislation such as Goals 2000, School-to-Work, and CAREERS.
- Mentions the negative impact of outcomes-based education (OBE) on students.

Title of section 5: Teaching Politics in Schools

- Innovative methods used by teachers to educate students on electoral and political processes.
- Example of a teacher using seating arrangements based on political ideologies in the classroom.

Title of section 6: Leadership Changes at Carnegie Foundation

- Lee Shulman appointed as the new leader of the Carnegie Foundation.
- Reference to Shulman's involvement in Chicago Mastery Learning.

Title of section 7: National Commission on Civic Renewal

- Plenary session held by the National Commission on Civic Renewal funded by the Pew Charitable Trusts.
- Focus on addressing decline in civic engagement and strengthening social fabric.

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Title of section 8: Recommendations for Civic Renewal

- Recommendations include strengthening institutions for civic engagement and removing impediments to civic participation.
- Emphasis on individual, family, neighborhood, school, and faith-based institution involvement in civic activities.

Title of section 9: High Profile Individuals Involved in Civic Renewal

- List of high-profile individuals involved in the National Commission on Civic Renewal project.
- Includes figures from education, politics, foundations, and religious organizations.

Title of section 10: National Blue Ribbon Schools Program

- Informational letter from Maine's Commissioner of Education regarding the National Blue Ribbon Schools Program.
- Criteria for selection taken from Goals 2000 materials, indicating state and federal influence in the program.

Pages - 391 -- 400

Title of section 1: Blue Ribbon Schools Program

- Sponsored by the U.S. Department of Education and Maine Department of Education
- Recognizes schools effective in meeting educational goals
- Aims to promote school improvement nationwide
- Criteria for selection include student focus, challenging standards, teaching methods, etc.

Title of section 2: Education Commission Report on Hong Kong

- Focuses on effective schools movement
- Committee objectives include enhancing community appreciation of quality education
- Recommendations for quality assurance and continuous improvement

Title of section 3: The Future of Hong Kong's Education System

- Transformation of Hong Kong's educational system
- Emphasis on excellence and innovation in schools
- Measures to build a quality culture in schools

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Title of section 4: The Computer Delusion

- Criticism of the effectiveness of computers in education
- Concerns about the impact on teaching and learning
- Skepticism about the benefits of computer-assisted instruction

Title of section 5: Real-Life School Eliminates Books

- Shift away from traditional textbooks in education
- Emphasis on problem-solving and real-life experiences in learning
- Example of a school implementing innovative teaching methods

Title of section 6: Communism Comes to Texas Public Education

- Overview of the Texas School-to-Work system
- Key components and governance structure of the program
- Proponents and opponents' views on the program

Title of section 7: Reforming Education - Why Do Bad Things Happen to Good Ideas?

- Discussion on conservative-inspired school reforms
- Challenges faced by education reform initiatives
- Impact on outcomes-based education and national standards

Title of section 8: Clinton's Partnership for Education with Brazil

- Collaboration between the U.S. and Brazil on education initiatives
- Focus on improving public schools and standardized testing
- Plans for student exchange programs and private sector investments

Title of section 9: Reading Excellence Act

- Legislation mandating a specific method of teaching reading
- Selection process for reading and literacy grant applications
- Information dissemination and funding details of the Act

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Title of section 10: How to Fix a Crowded World: Add People

- Shift in demographers' concerns from overpopulation to declining fertility rates
- Worries about population growth slowing or declining in many places
- Implications of decreasing fertility rates in richer countries

Pages - 401 -- 410

Title of section 1: Consequences of Declining Population Growth

- Demographers warn about far-reaching consequences if declining population trends continue in highly industrialized nations.
- Developed countries play crucial roles as producers and consumers, impacting global economic leadership.
- The decline in population growth since the 1960s is widespread and steady, unlike historical dips caused by disasters.

Title of section 2: Former Vice President Dan Quayle's Proposal

- Dan Quayle advocates for partnerships between government, churches, and faith-based institutions to aid the less fortunate.
- He emphasizes the importance of collaboration between inner-city churches and the government to address social issues.

Title of section 3: Transfer of Assets to Learning for Life

- The American Institute for Character Education transferred its assets to Learning for Life in 1998.
- Learning for Life extends its curriculum development efforts into the "school-to-careers" program.
- Connecting activities offered by Learning for Life include camps, leadership courses, community service projects, and ethics development workshops.

Title of section 4: European Commission's Cooperation Program

- The European Commission announces cooperation in higher education and vocational training with the United States under the Leonardo da Vinci Programme.
- The program aims to enhance student-centered cooperation and innovation in curricula and teaching methods.

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Title of section 5: World Bank and Major Religions Collaboration

- The World Bank and major religions establish joint working groups on development issues.
- The collaboration aims to address development challenges through dialogue and cooperation.

Title of section 6: Editorial on International Relations

- A.M. Rosenthal discusses the evolving international order influenced by trade with nations not committed to traditional human rights.
- The editorial highlights political decisions impacting economic aid, nuclear proliferation concerns, and human rights violations.

Title of section 7: Critique of MCAS Testing

- Marilyn Pease criticizes the Massachusetts Comprehensive Assessment System (MCAS) for undermining parental rights.
- She questions the impact of standardized testing on students' education and parental authority.

Title of section 8: Concerns About Math Exam Rationale

- Al Cuoco and Faye Ruopp express concerns about the quality and content validity of math exams in Massachusetts.
- They argue that the tests prioritize test preparation over meaningful mathematical understanding.

Title of section 9: Arts Education in Schools

- Arts education is seen as a cognitive process fostering critical thinking and problem-solving skills.
- The presence of arts in schools helps students interpret cultural and historical significance in art forms.

Title of section 10: Applying Business Efficiency to Education

- Lancaster schools aim to become the first ISO 9000 certified school district, applying business excellence standards to education.
- ISO 9000 certification is expected to enforce consistency and discipline within the education system to improve academic achievement.

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Section 1: Introduction to Georgia's New Tracking Systems

- Georgia State Board of Education approved major computer contracts for a new information system.
- Contracts worth up to \$31 million over the next 12 months.
- System aims to track every state education dollar and classroom data.

Section 2: Enhanced Reporting Capabilities

- New systems allow instant reporting of absent or suspended students.
- Ability to revoke driver's licenses for certain violations.
- Future capabilities include linking student records, staff records, and funding formulas.

Section 3: Comprehensive Measurement in Education

- Lack of comprehensive measurement in previous education programs.
- Goal is to pinpoint academic weaknesses and improve performance assessment.

Section 4: Benefits for Rockdale Schools

- Excitement about possibilities with new student-information system.
- Linking student records with accounting system for cost-effectiveness analysis.

Section 5: Concerns from DeKalb County Schools

- Pressure on local systems to adopt the state's system.
- Fear of state having too much control over local schools.

Section 6: Impact on Teacher and Student Performance

- New system will help evaluate teacher and student performance within specific programs.
- Aim to address recent academic weaknesses like the science portion of the graduation exam.

Section 7: Use of Information Technology

- Teachers can access family and student records within security limits.
- Administrators can utilize information for program cost-effectiveness analysis.

Section 8: Uniqueness of Georgia's System

- No other state is linking student records with state and local school accounting systems.
- Georgia's system provides detailed insights into student and program performance.

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Section 9: Potential Power Dynamics

- Concerns about the state gaining significant control over local schools.
- Local systems may feel pressured to align with the state's tracking system.

Section 10: Implications for Education Governance

- New system could lead to increased state influence over local educational institutions.
- Debate over potential "Big Brother" control dynamics in education.

Pages - 421 -- 430

Title of section 1: Cecil Golden's Comment on PPBS/MBO

- Cecil Golden likened PPBS/MBO to an atom bomb in his comment.
- He mentioned that like those assembling the atom bomb, very few people understand exactly what they are building until all the parts are put together.

Title of section 2: Vocational Project Lauded in Salem, Oregon

- Governor John Kitzhaber praised a vocational education program called Students Recycling Used Technology (STRUT).
- STRUT involves students repairing donated computers for use in schools.
- The program emphasizes results over class time and requires students to apply their knowledge practically.
- STRUT has placed 70,000 refurbished computers in schools and inspired similar programs in other states.

Title of section 3: UNESCO Conference at Darling Center in South Bristol, Maine

- The Darling Center hosted the International Working Conference on Information Technology in Education Management (ITEM).
- Participants from 18 countries shared research on integrating information for education management.
- The conference focused on how integrated information influences decisions of school administrators and policymakers.
- Discussions included standardizing student and school information across regions.

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Title of section 4: Classroom Brain-Watchers Article in The Washington Times

- Kathleen Parker discussed the federal government's plan to prevent school violence by adding psychoanalysis to teachers' responsibilities.
- The plan aims to identify potentially violent students and provide counseling.
- Concerns were raised about labeling children and potential abuse of power through mandatory psychological profiling.

Title of section 5: Education: The New Transatlantic Agenda by D.L. Cuddy

- The U.S. and European Union focused on global integration through the New Transatlantic Agenda.
- A cooperation program in higher education and vocational training was established in 1995.
- The conference "Bridging the Atlantic People-to-People Links" emphasized adapting economic, training, and social welfare programs to the global economy.

Title of section 6: School-to-Work Academy Critique by Christine Burns

- Christine Burns criticized the St. Louis Career Academy as chaotic and ineffective.
- She highlighted issues with academic achievement, reliance on computers, and lack of practical teaching.
- Burns described the academy as a diabolical gauntlet of pandemonium for students.

Title of section 7: School-to-Career Academy Conference Report by Bill Carlson

- Bill Carlson covered the School-to-Career Academy Conference held in Burlingame, California.
- Keynote speakers J.D. Hoyer and Willard Daggett promoted School-to-Career initiatives.
- The conference emphasized the need for passion, data, leadership, and staff development to promote STC.

Title of section 8: Dr. Ken Williams' Letter on School-to-Work Career Inventory

- Dr. Ken Williams shared concerns about the STW Career Inventory and Assessments.
- He highlighted discrepancies in career pathway recommendations based on the assessment.
- Williams questioned the impact of such assessments on directing students into low-wage jobs.

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Title of section 9: Landmark Education Case Press Release by William J. Braun, Sr.

- William J. Braun discussed the Stephen Rea court case regarding public records of testing materials.
- The press release highlighted the legal battle to declare certain tests and assessments as public records.

Title of section 10: American Family Journal Article on Public Schools

- Massachusetts Board of Education found that 59% of new teachers failed a basic reading and writing test.
- The minimum passing score for the test was lowered after the initial high failure rate.
- The article discussed the internal challenges faced by public schools despite heavy funding.

Pages - 431 -- 440

Section 1: Teaching About Religion in Public Schools

- Educators and policy advocates aim for a new consensus on teaching religion in public schools.
- The new approach seeks a middle ground between secularism and promoting local majority religions.
- The importance of acknowledging different ways of knowing reality, including religious and moral aspects.

Section 2: U.S.-Soviet Education Agreements

- Exchange programs administered by the U.S. Information Service.
- Various organizations responsible for processing applications and selecting candidates.
- Programs like U.S.-Ukraine Awards for Excellence in Teaching to bring Ukrainian teachers to the U.S.

Section 3: Technology in Education

- Public perception on the impact of computers in improving student learning.
- Discrepancy between public and educators' views on the effectiveness of computers in education.

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Section 4: Effective Schools Conference

- Overview of the Sixteenth Annual Effective Schools Conference.
- Topics covered in the conference related to school improvement planning, instructional strategies, and leadership.

Section 5: Character Education in Schools

- National movement to incorporate universal virtues into classrooms.
- Efforts to teach character and mold children into good citizens.
- Grants provided for states to develop character education programs.

Section 6: Opposition to Graduation Standards in Minnesota

- Rally opposing Minnesota's graduation standards at the State Capitol.
- Concerns about academic standards and control over schools.
- Media coverage and public response to the rally.

Section 7: Charter Schools Legislation

- President Clinton signs Charter Schools Expansion Act to promote high-quality charter schools.
- Funding authorized for planning and expansion of charter schools.
- Goal to establish 3,000 charter schools nationwide.

Section 8: National Institute on Career Majors

- Initiative to develop a new teacher-education model focusing on real-life work experiences.
- Aims to prepare students for the changing workplace and improve school-to-work transition.
- Federal grant funding for the Teacher Development Pre-Service Model of Excellence Initiative.

Section 9: Brain-Based Learning in Schools

- Implementation of brain-based learning approaches in schools.
- Use of flexible and creative teaching methods based on emerging research.
- Training workshops for educators and adoption of brain-based techniques in various counties.

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Section 10: Shift in Education Philosophy

- Recommendation to shift focus from inputs to outputs in K-12 education.
- Emphasis on achievement, empowering parents, boosting teacher quality, and demanding accountability.
- Proposal to allocate federal funds directly to classrooms and enhance educational outcomes.

Pages - 441 -- 450

Section: Philosophy behind Goals 2000 and School-to-Work Opportunities Act

- Ms. Rees supports outcome-based education, focusing on achievement.
- Recommendations include empowering parents, boosting teacher quality, demanding accountability.
- Emphasis on achieving success rather than providing educational opportunities.
- Concerns raised about state control over student success and privacy.

Section: Changing Admission Procedures in Four-Year Colleges

- Project aims to review performance-based assessment in college admissions.
- Research questions addressed by investigators at U.C.-Berkeley and U.W.-Madison.
- Focus on aligning educational standards with industry standards.
- Proposal for new admission processes based on performance-based assessment.

Section: Governor's Opposition to School-to-Work

- Governor Whitman criticized for supporting School-to-Work proposal.
- Concerns raised about forced labor in schools and lack of local decision-making.
- Opposition from various individuals and groups to the School-to-Work concept.

Section: Maine's Benchmarking Initiative

- Sponsored by Webber Energy Fuels, the initiative focuses on student aspirations.
- Aims to provide data on career development and motivation to achieve.
- Relates to Maine Learning Results and Guiding Principles II and IV.
- Schools to receive detailed reports on students' aspirations and learning environment.

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Section: New Times Demands New Ways of Learning

- Shift towards engaged learning involving student interaction and collaboration.
- Technology as a tool for learning, communication, and collaboration.
- Emphasis on authentic tasks, interactive instruction, and collaborative learning.
- Evaluation of technology effectiveness based on specific learning goals.

Section: Parent Report Cards

- Implementation of UN global parenting code in schools.
- Parents required to sign Parent Compact agreeing to certain actions at home.
- Introduction of parent report cards based on students' feedback.
- Concerns raised about parental grading and neglectful parent consequences.

Section: Educator's Guide to Schoolwide Reform

- Guide reviews research on 24 schoolwide reform approaches.
- Designed to assist educators in critically examining available reform approaches.
- Not meant to endorse or discredit any specific approach.
- Schools can improve performance through various reform strategies.

Section: Study on School-to-Work Programs in Wisconsin

- Over \$195 million spent on School-to-Work programs in Wisconsin.
- Limited impact on academic learning and workforce development.
- Criticisms include lack of tangible accomplishments and unreliable evidence of success.
- Grants used for teacher training, apprenticeships, job shadowing, and business connections.

Section: Apprenticeship Programs in Homeschooling

- Embrace of apprenticeship concept in homeschooling community.
- Promotion of apprenticeships as an alternative to electives.
- Michael Farris introduces apprenticeship program at Patrick Henry College.
- Concerns raised about workforce training focus in education.

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Section: Religion and Education Partnership Activities

- Fourth Religion and Education Summit held in Louisville, Kentucky.
- More than 500 participants gathered from Kentucky, Ohio, Indiana.
- Focus on family involvement in education supported by the Partnership.
- Collaboration between religious leaders, educators, higher education community, and students.

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Religion and Education Summit

- U.S. Secretary of Education Richard W. Riley participated in a town hall discussion on family involvement in education, school safety, and preparing young people for college and careers.
- Programs supporting these initiatives were presented in small group gatherings featuring practitioners from Tampa, Birmingham, and Louisville.
- The summit aimed to bring together leadership from faith communities and education sectors to discuss community concerns and build partnerships for children's benefit.

Community Cluster Care Teams

- Community Cluster Care Teams comprised of 12 Gwinnett communities united to improve neighborhoods.
- Participants included parents, teachers, senior citizens, clergy, business people, and social service workers.
- Teams developed strategic plans to address issues like drugs, pregnancy, and violence in communities.

Together We Can Guide

- Developed jointly by the U.S. Department of Education and Health and Human Services.
- Emphasizes creating a responsive education and human service delivery system.
- Advocates for a holistic approach to treating problems of children and families.

National Center for Services Integration

- Established to integrate education, health, and human services for children and families.
- Operated by six organizations including Mathtech, Inc. and the Child and Family Policy Center.
- Aims to improve life outcomes through information clearinghouse and technical assistance network.

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Community-Oriented Policing (COP)

- Shifts police duties to a team concept of managing the community.
- Focuses on collaboration between law enforcement and various community leaders.
- Aims to raise awareness of community programs and facilitate access to solutions.

Achieve Inc. Report on Ohio's Education System

- Achieve Inc. report criticizes Ohio's undefined academic goals and ineffective accountability standards.
- Calls for providing resources and tools to districts for improving academics.
- Suggests assisting poorly performing districts, closing schools if no improvements are made, and reopening them with new leadership.

Strategic Learning Conference

- Developed by Professor William Pietersen at Columbia Business School.
- Focuses on creating systematic learning initiatives for better business strategy and results.
- Highlights the importance of culture in determining success or failure in strategic development.

U.S. Secretary of Education Richard Riley's Speech

- Riley calls for community partnerships, charter schools, year-round schools, violence prevention programs, and teacher quality.
- Emphasizes turning around low-performing schools through training, curriculum redesign, leadership changes, and effective discipline policies.
- Mentions successes in North Carolina, Maryland, Texas, and Kentucky as models for improvement.

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Section 1: Ingredients for Educational Recipe

- Socialist Foundations (Carnegie, Ford, Rockefeller, Danforth, Spencer, Pew, Kettering)
- Graduate Schools
- Teachers Colleges
- Textbook Publishers

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Section 2: Additional Ingredients

- Planned Parenthood
- SIECUS (Sex Information Education Council of the United States)
- Drug Education
- Self-Esteem Education
- Death Education
- School-to-Work "techademics"

Section 3: Funds and Substitutes

- Title I (special provisions for disadvantaged youngsters)
- Title II (school libraries, textbooks, instructional materials)
- Title III ("innovative programs," psychological experiments)
- Title IV (educational labs, early childhood education)
- Title V (grants to state education agencies)

Section 4: Cooking Instructions

- Strain out all absolute values and morals
- Simmer for twelve to fourteen years
- Brainwash approximately 40,000,000 children

Section 5: Topping and Serving Size

- Blend four-year-olds with year-round school and Head Start programs
- Serve leftovers to State Senators, Representatives, U.S. Congressmen during black tie dinners

Section 6: Dessert Suggestion

- Taxes A La Mode

Section 7: Privatization of Education

- Deliberate dumbing down leading to social change
- Privatization through charter/magnet schools and tuition tax credits/vouchers

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Section 8: Importance of Character and Truth

- Character and integrity crucial in fighting brainwashing
- Educating individuals to preserve freedom and combat totalitarian concepts

Section 9: Call to Action

- Need for informed citizens to resist brainwashing
- Importance of providing full facts to the public

Section 10: Reflection on Education System

- Return to traditional education excellence
- Emphasize individual responsibility and moral standards

Pages - 471 -- 480

Section 1: Global Workforce Training System

- Gene Sperling mentioned using surplus funds to prepare children for the workforce.
- Concerns raised about students being directed towards workforce training institutions.
- Emphasis on creating workers of the next century through education.

Section 2: True Choice in Education

- Discussion on limited true choice existing for homeschoolers and certain private schools.
- Criteria for true choice include no government funding or services involvement.
- Majority of children lack access to true choice due to various constraints.

Section 3: Restoring Local Control of Public Schools

- Proposal for a national effort to restore local control of public schools.
- Importance of local control for ensuring freedom and upward mobility for all children.
- Comparison with current profit-seeking motives affecting education.

Section 4: Benchmarks in Workforce Development

- Definition and purpose of benchmarks in measuring progress in work force development.
- Benchmarks related to employment, education, and earning gains.
- States expected to develop additional benchmarks as needed.

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Section 5: Block Grants and Local Control

- Explanation of block grants under the New Federalism movement.
- Impact of block grants on local control and constitutional oversight.
- Example of the Dollars to the Classroom Act bypassing state legislative oversight.

Section 6: Career Transcript and SCANS 2000

- Description of career transcript developed by SCANS 2000 Center at Johns Hopkins University.
- Purpose of career transcript in providing accurate summaries of education and work experiences.
- Components of the career transcript including standardized test scores and workplace performance assessments.

Section 7: Carnegie Unit and Certificates of Mastery

- Origin and function of the Carnegie Unit system in standardizing high school curriculum.
- Introduction of Certificates of Initial and Advanced Mastery based on the America's Choice report.
- Ownership of certificate trademarks by Marc Tucker's organization raising questions about validation.

Section 8: School-to-Work Programs and Certificates

- Overview of the School-to-Work Revolution advocating restructuring of American high schools.
- Implementation of certificates of initial and advanced mastery in Oregon based on America's Choice recommendations.
- Debate over tracking versus common academic standards in the new law.

Section 9: Change Agents and Character Education

- Definition and role of change agents in bringing about controversial changes in education.
- Explanation of character education programs focusing on values, citizenship, and core humanist beliefs.
- Challenges in implementing character education without spiritual understanding or instruction.

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Section 10: Charter Schools and Choice in Education

- Definition and characteristics of charter schools as public-private partnerships.
- Discussion on parental choice in enrolling children in public, private, or home schools.
- Caution against government regulation accompanying choice proposals.

Pages - 481 -- 490

Section 1: Community Education

- Purpose is to integrate various services under the school district.
- Aims to change community residents' attitudes and values.
- Seeks to replace elected officials with unelected council members.
- Associated with terms like "group process," "participatory democracy," and "sustainable development."

Section 2: Core Values/Virtues

- Ernest L. Boyer's definition of core virtues in *The Basic School*.
- Emphasizes honesty, respect, responsibility, compassion, self-discipline, perseverance, and giving.
- Challenges arise when students interject their own definitions based on religion.
- Instruction in core virtues can be controversial without a solid philosophical base.

Section 3: Critical Thinking

- Professor Benjamin Bloom defines good teaching as challenging students' fixed beliefs.
- Critical thinking aims to bring about attitudinal and value change.
- Utilizes Bloom's Taxonomy and values clarification.

Section 4: Delphi Technique

- Communication technique used to reach consensus within a group.
- Involves circulating information for comment and synthesizing responses.
- Evolved to allow abandoning opposing views to achieve consensus.

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Section 5: Direct Instruction (DI)

- Developed by Siegfried Engelmann in the 1960s.
- Based on Skinnerian operant conditioning.
- Requires teachers to follow a script and use specific signals during instruction.

Section 6: Effective Schools

- Focuses on successful learning results through various programs.
- Involves behavioral change, sociological factors, and teaching strategies.
- Aims to achieve predictable excellence in educational results.

Section 7: Environment

- Key term in behavior modification.
- Changing environment can lead to behavioral change.
- Psychological facilitative climate promotes positive school climate.

Section 8: Global Education

- Aims to create global citizens.
- Emphasizes topics like environmentalism, vegetarianism, and global government.
- Holistic education celebrates multiple aspects of human development.

Section 9: Gradualism

- Political process allowing major social change in incremental steps.
- Semantic deception used to introduce changes gradually.
- Common thread of change kept out of view.

Section 10: Group Process

- Uses psychological techniques to strip individuality and promote conformity.
- Strives to manipulate individuals into conforming with group values.
- Associated with sensitivity training and consensus building.

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Title of section 1: Regional Educational Laboratories

- The U.S. is divided into 10 regions, each served by a specific educational laboratory.
- Each region has a designated educational laboratory to support research and development in education.
- Laboratories are located across the country to cater to the unique needs of each region.

Title of section 2: Restructuring in Education

- Restructuring refers to a systemic movement to transform the entire education model.
- It aims to achieve new national goals through methods like mastery learning and direct instruction.
- Involves partnerships with various stakeholders like business leaders and parents for holistic change.

Title of section 3: SCANS Commission

- SCANS links education to the Department of Labor to prepare students for the workforce.
- Focuses on developing work skills, attitudes, and group thinking among students.
- Aims to align education with future workforce needs and global competencies.

Title of section 4: School-Based Decision Making

- Replaces elected school boards with unelected school site councils for governance.
- Designed to implement radical changes in education with minimal hindrance.
- Not accountable to elected officials or dissenting parents, leading to concerns about representation.

Title of section 5: School-to-Work Initiative

- Shifts focus from academic learning to workforce training in education.
- Establishes partnerships between schools and businesses based on SCANS competencies.
- Aims to prepare students for specific job skills and lifelong labor.

Title of section 6: Semantic Deception

- Change agents use words with different meanings to manipulate public perception.
- Terms like "higher order thinking skills" and "critical thinking" may have hidden agendas.
- Semantic deception can influence the implementation of controversial programs in education.

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Title of section 7: Skill Standards

- Skill standards define what workers in specific industries should know and do to succeed.
- Federal funding supported pilot projects to develop voluntary skill standards across various industries.
- National Skill Standards Board was created to promote the development of industry-specific standards.

Title of section 8: Special Education

- Special Education caters to children at risk of not meeting national standards.
- Individual Education Plans (IEPs) are crucial components of programs like Outcome-Based Education (OBE) and Mastery Learning (ML).
- Special Education focuses on addressing the needs of economically disadvantaged, learning disabled, and gifted students.

Title of section 9: Sustainable Development

- Emphasizes the need for ethical and moral education grounded in sustainability.
- Aims to instill a sense of responsibility towards the planet's future in students.
- Addresses global challenges like environmental degradation, population growth, and poverty.

Title of section 10: Synthesis and Systemic Change

- Synthesis involves combining individual beliefs into a joint belief or compromise solution.
- Systemic change or school reform aims for total transformation at national and international levels.
- Involves various sectors like preschools, universities, and health clinics in a planned restructuring process.

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Title of section 1: G-28 Prompt

- Word used to describe action to remind or help someone remember a line, as for an actor; often referred to as a cue.

Title of section 2: Psychological Climate

- The careful final systematic arrangement of the student's environment to facilitate desired behavior by the teacher.

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Title of section 3: Psychology

- The modern version of psychology relates solely to behavior.

Title of section 4: Quality Teaching

- Characteristics and qualifications of teachers related to growth in student outcomes.
- Traditional education focused on resources rather than student results.
- Behaviorists view students as machines without considering free will.

Title of section 5: Rate

- Speed of reaction; Skinner method demands a high rate of response.
- High rate of response ensures the subject responds without thinking.

Title of section 6: Reflect

- Giving back an image of; recommended for teachers to think critically about their practice when monitored by performance raters.

Title of section 7: Reflex

- Neurological reaction; automatic withdrawal from a hot stove.

Title of section 8: Reinforce, Reinforcement

- To increase the probability of a response to a stimulus by giving a reward or ending a painful stimulus.

Title of section 9: Replicate

- Repetition of an experiment under controlled conditions to observe a specific result.

Title of section 10: Research-Based

- Teaching/training based on a worldview that considers man an animal without soul, conscience, creativity, or free will.
- Government research is considered "scientific, research-based" due to its worldview based on evolution and Skinner.

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Section 1: Introduction to Educational Program Evaluation in Pennsylvania

- Mandate from the General Assembly of Pennsylvania to develop an evaluation procedure for educational programs.
- Emphasis on measuring objectively the adequacy and efficiency of public school programs.
- Importance of providing relevant comparative data to school districts for assessing educational performance.

Section 2: Committee's View on Educational Program Adequacy

- Educational program should contribute to the total development of pupils.
- Difficulties in defining and measuring desirable qualities acquired through education.
- Evaluation procedures should consider all aspects of education for determining program adequacy.

Section 3: Expert Involvement in Developing Evaluation Plan

- Standing Advisory Committee of experts in behavioral sciences consulted for the project.
- Requested assistance from the Educational Testing Service in developing a plan for implementing Act 299.
- Focus on total development of pupils as a key aspect of evaluating educational programs.

Section 4: Proposed Goals of Education

- Importance of defining the purposes of education to judge the quality of educational programs.
- Ten goals of education identified as prime importance for high-quality education.
- Uneven development of measures for assessing progress towards these goals poses challenges in evaluation.

Section 5: Unequal Development of Measures

- Some measures, like academic achievement tests, are more advanced than others like attitude and values assessments.
- Need for balanced evaluation across all ten goals despite variations in measure development.
- Call for intensive research and development to enhance measures where inadequacies exist.

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Section 6: Illustrative Studies Conducted

- Two studies conducted involving five school systems to identify practical problems in developing performance criteria.
- Aim to obtain usable measures for assessing educational program outputs.
- Focus on understanding challenges and opportunities in evaluating progress towards educational goals.

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Title of section 1: Background on A Nation at Risk Report

- The National Commission for Excellence in Education presented the report A Nation at Risk to President Ronald Reagan on April 26, 1983.
- The report evaluated the status of quality education in the United States and proposed changes to increase the effectiveness of schools.
- The decline in educational performance effectiveness began in the 1960s.

Title of section 2: Investments in Educational Practices

- As Commissioner of Education from 1965-1969, substantial investments were made in grants and programs to develop more effective professional practices.
- Investments focused on increasing learning effectiveness for all learners and improving management effectiveness of the delivery system.
- Major multi-million dollar programs were initiated in the 1960s to achieve these goals.

Title of section 3: Operation PEP in California

- Operation PEP in California was a multi-year program involving senior educational administrators.
- Dr. Robert E. Corrigan offered skills in management-for-results practices through his "Systematic Approach for Effectiveness" (SAFE).
- Practices from SAFE were applied by Title III management centers across California after federal funds were removed.

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Title of section 4: Teacher Fellowship Program at Chapman College

- A Teacher Fellowship Program at Chapman College aimed to develop a Masters Degree in Instructional Systems Design (ISD).
- The program focused on designing a new learning-centered technology by the Corrigan to ensure mastery by all learners.
- The ISD program aimed to deliver predictable mastery of relevant skills and knowledge in school curricula.

Title of section 5: Proof of Effective Practices

- The Corrigan's publications offer proof of effective results-focused practices in many school districts across the country from 1960-1983.
- Effective management-for-results practices expanded to include micro computer management systems for cost-effective delivery of results.
- The publications provide ways to deliver effective performance by schools in a business-like manner.

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Section 1: Introduction to Korean Educational Reform Study

- Aimed to organize educational resources in Korea for more responsiveness and efficiency.
- Involved an interdisciplinary study team from Florida State University.
- Utilized a systems approach to analyze Korea's educational sector.

Section 2: Economic Factors in Korean Education

- Post-Korean War industrial progress led to labor force growth but mismatch in skilled labor supply.
- Reordering of educational priorities was necessary for long-term solutions.
- Emphasized the need for restructuring educational goals in schools.

Section 3: Proposed New Educational Model in Korea (1971)

- Suggested a nine-year, free, and compulsory educational program.
- Recommended vocational high schools focus on job-specific training.
- Proposed changes in instructional units, teaching methods, and curriculum content.

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Section 4: Implementation and Evaluation of New Educational Model

- Korean Educational Development Institute (KEDI) designed and tested the new system.
- Positive outcomes observed in achievement levels and student mastery.
- Commission recommended nationwide implementation of the new program.

Section 5: Performance-Based Teacher Education (PBTE) Overview

- PBTE focuses on specified performance goals and competency-based learning.
- Shifts responsibility for learning from teacher to student.
- Emphasizes individualized and personalized instruction.

Section 6: Philosophic Underpinning of PBTE

- PBTE rests on particular values expressed in competencies chosen.
- Raises questions about the suitability of traditional teacher education programs.

Section 7: Political and Management Difficulties in PBTE

- Concerns about academic freedom, student choice, and power struggles in PBTE.
- Potential barriers like apathy, anxiety, and administrative resistance.

Section 8: Definition of Educational Technology Field

- Educational technology involves systematic planning and use of various resources.
- Synthesizes learning resources, individualized learning, and systems approach.

Section 9: Effects of Technology in Education

- Technology shapes human minds and raises concerns for society.
- Questions raised about the impact of packaged learning and rapid technological changes.

Section 10: Ethical Implications in Educational Technology

- Educational technologists must consider philosophical, psychological, and sociological implications.
- Study how technology can facilitate learning while addressing ethical and privacy issues.

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Title of section 1: The Need for a Management System

- Management efficiency through orientation to results has led to the development of management systems in successful corporations.
- Educational management can learn from industry's systems approach to gain efficiency.
- Importance of focusing on performance outcomes of educational institutions and establishing priorities.

Title of section 2: Why Needs Assessments?

- Shift in focus from production to quality of human life in America.
- Systematic attention needed for performance outcomes of schools and colleges.
- Necessity to assess educational needs before setting objectives and leadership plans.

Title of section 3: Use of Tests in Needs Assessments

- Consideration of economic, sociological, psychological, and physical aspects of students in needs assessments.
- Importance of educational tests and measures in school management by objectives.

Title of section 4: The Student and Staff Personnel Profile

- Construction of student and staff personnel profile based on needs assessment information.
- Consideration of student populations, community characteristics, and performance expectations.

Title of section 5: Humanizing Education

- Issues of alienation and depersonalization in current education system.
- Emphasis on discovery of meaning and humanization in education.
- Carl R. Rogers' definition of an educated individual.

Title of section 6: Concerns about T.H. Bell's Role

- Criticisms of T.H. Bell's involvement in outcome-based education.
- Concerns raised regarding Bell's support for certain educational initiatives.
- Impact of Bell's actions on education policies during his tenure.

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Title of section 7: Structural Reforms in Minnesota

- Challenges in elementary and secondary education in America.
- Initiatives for structural reforms in Minnesota schools.
- Transition from traditional secondary education to core academic subjects and specialization.

Title of section 8: Tracking and Comprehensive High Schools

- Justification for tracking in schools.
- Limitations of comprehensive high schools in meeting educational goals.
- Proposal for restructuring schooling to achieve dual objectives.

Title of section 9: Assessment Definitions and Concerns

- Exploration of the term "assessment" and its legal connotations.
- Concerns about the value assigned to students through assessment processes.
- Potential implications of assessment practices on students' future opportunities.

Title of section 10: Assessing Human Value

- Confirmation of assessing "value" in educational testing.
- Concerns about assigning value to students based on performance.
- Discussion on the potential impact of assessment practices on students' worth and future prospects.

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Section 1: Introduction to Cognitive Psychology

- Jerome Bruner and George Miller played key roles in the development of cognitive psychology.
- Cognitive psychology emerged in 1956 at a symposium held at MIT, focusing on human cognition.
- Noam Chomsky's critique of B.F. Skinner's behaviorist theory on language marked a shift towards cognitive explanations.

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Section 2: Behaviorism vs. Cognitive Psychology

- Behaviorism focused on observable behavior, rejecting consciousness as a valid concept.
- Chomsky's work challenged behaviorist views by emphasizing innate knowledge for language acquisition.
- Human brain structure reflects external world forms, aiding rapid language learning without direct instruction.

Section 3: Language Acquisition and Innate Knowledge

- Chomsky's belief in innate language capability aligns with Biblical views on language and creation.
- Language serves purposes of communication, understanding the world, knowing others, and self-reflection.
- The Center for Cognitive Studies at Harvard integrated ideas from communication theory, computation, linguistics, social psychology, and anthropology.

Section 4: Establishment of the Center for Cognitive Studies

- Miller and Bruner received funding from the Carnegie Corporation to establish the Center.
- The Center brought together scholars and scientists from various fields to study early childhood mental development.
- Jean Piaget's work on child psychology influenced Bruner's focus on mental development.

Section 5: Impact of Computer Technology on Cognitive Studies

- The rise of computer technology influenced the interest in studying the mind.
- Managing complex information requires a solid understanding of the concept of mind.
- The Center integrated ideas and theories from diverse fields and attracted graduate students from prestigious universities.

Section 6: Collaborative Efforts at the Center

- Miller contributed ideas on communication theory, computation, and linguistics.
- Bruner brought insights from social psychology, developmental psychology, and anthropology.
- The Center fostered interdisciplinary collaboration among scholars and scientists.

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Section 7: Focus on Early Childhood Mental Development

- Bruner concentrated on studying mental development in early childhood.
- The Center's work intersected with Piaget's pioneering research in child psychology.
- Graduate students from MIT, Harvard, and other institutions were involved in the Center's research.

Section 8: Evolution of Cognitive Psychology

- Cognitive psychology evolved from a symposium at MIT in 1956.
- Chomsky's critique of behaviorist theories on language paved the way for cognitive explanations.
- The Center for Cognitive Studies at Harvard played a pivotal role in advancing cognitive psychology.

Section 9: Integration of Diverse Fields

- The Center integrated ideas from communication theory, computation, linguistics, social psychology, and anthropology.
- Graduate students from top universities participated in the Center's research efforts.
- Interdisciplinary collaboration was a hallmark of the Center's approach to studying the mind.

Section 10: Contributions to Understanding Human Cognition

- The Center's work contributed to a deeper understanding of human cognition.
- Insights from diverse fields such as linguistics, social psychology, and anthropology enriched cognitive psychology.
- The Center's collaborative environment fostered innovative research in early childhood mental development.

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Title of section 1: Piaget's View on Child Development

- Piaget viewed the child as egocentric, gradually modifying egocentrism to adapt to others' reality.
- Bruner criticized Piaget's view for favoring individualism over social development.

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Title of section 2: Introduction to Lev Semyonovich Vygotsky

- Vygotsky was a Soviet cognitive psychologist interested in how society empowers individual minds.
- His work was suppressed and banned after the Stalinist purges.

Title of section 3: Influence of Alexander Luria

- Luria introduced Bruner to Vygotsky.
- Luria conducted experimental psychological investigations in Moscow.

Title of section 4: Pavlov's Experiments and Behavioral Disorganization

- Pavlov's experiments on animals had implications for human behavioral disorganization.
- Luria discussed Pavlov's findings on conditioned reflexes.

Title of section 5: Kurt Lewin and Sensitivity Training

- Lewin founded the National Training Laboratory and developed sensitivity training.
- Lewin's work influenced humanist psychology and educational curriculum.

Title of section 6: Clara Schmitt's Research on Reading Methods

- Schmitt's research showed phonetic reading difficulties in mentally defective children.
- Decroly's whole language method was found effective for teaching reading to some children.

Title of section 7: Manipulative Tactics in Education Reform

- The National Education Goals Panel developed an Action Toolkit for education renewal.
- The toolkit outlines strategies to manipulate communities into supporting educational reforms.

Title of section 8: Community Organizing and Leadership

- The toolkit emphasizes identifying leaders and developing a common vision for education reform.
- It suggests conducting surveys and developing strategies to overcome opposition.

Title of section 9: Conducting Surveys and Developing Questionnaires

- Surveys can help formulate positions and involve the community in decision-making.
- Neutral and unbiased questions are essential for valid survey results.

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Title of section 10: Resistance and Change Agents

- Anticipating and addressing resistance is crucial during education reform.
- Change agents like superintendents can influence policy changes in education.

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Section 1: Community Organizing Tips

- Surveys can help gather information and build community ownership of reform efforts.
- Business and labor leaders can support goals by building community support, measuring effectiveness, and defining required workforce skills.
- Potential allies for community efforts can be found in resource directories and other reform campaigns.

Section 2: Identifying Financial Resources

- Federal government funding opportunities are available for restructuring education through initiatives like the Goals 2000: Educate America Act.
- Emphasis on lifelong learning and connections between preschool, school, and work in education reform.

Section 3: Troubleshooting

- Opposition to change is common when introducing reforms in a community.
- Tips provided on explaining National Education Goals and Standards and addressing concerns effectively.

Section 4: Give Everyone a Role

- Acknowledge differing views and be sensitive to opponents' concerns.
- Encourage dialogue and address issues that may offend or concern others.

Section 5: Avoid Loaded Words and Phrases

- Use clear, concrete terms to enhance understanding and prevent conflicts.
- Be mindful of words and phrases that may have different interpretations among groups.

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Section 6: Keep Your Perspective

- Address opposition from a small part of the community by balancing concerns and highlighting widespread support for National Goals.
- Consider inviting opponents to witness the positive impact of community action plans in schools.

Section 7: Beware of The One-Size-Fits-All Argument

- Reassure opposition that National Education Goals do not aim to establish a national curriculum for all schools.
- Highlight the importance of ensuring every student meets higher standards without denying learning opportunities.

Section 8: Equity Issue

- Emphasize the importance of all students meeting higher standards and not being denied learning opportunities.
- Discuss terminology related to outcome-based education and mastery learning.

Section 9: Ask for Help

- Case study of Edmonds, Washington demonstrates the importance of community involvement in education reform.
- Strategies used to address objections and incorporate community feedback into the reform process.

Section 10: Research Galore

- Establishment of a national center for research in education and workforce development.
- Focus areas include combining academic and vocational education, creating career guidance models, and evaluating economic changes affecting workforce needs.

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Section 1: Governing Board and Workforce Development Partnership

- The Governing Board of the Workforce Development Partnership will have significant power over American education.
- The Governing Board will consist of representatives from various sectors including business, labor, adult education providers, and vocational education providers.
- Duties of the Governing Board include overseeing the development of a national labor market information system, negotiating benchmarks with states, reviewing state plans, and awarding grants.

Section 2: Benchmarks Equal Outcomes

- Benchmarks are measurable indicators of progress in meeting work force development goals related to employment, education, and earnings gains.
- Lawmakers use the term "benchmarks" instead of "outcomes" to avoid opposition to the Tucker plan being seen as another version of Outcome-Based Education.
- Benchmarks cover areas such as employment retention, increased earnings, student mastery of skills, and literacy improvements.

Section 3: Critique of Kassebaum-Tucker Plan

- Steve Forbes criticizes Nancy Kassebaum as a leading socialist-fascist within the Republican Party.
- The Kennedy-Kassebaum bill is seen as a step towards nationalized health care, potentially leading to federal price controls.
- Concerns raised about heavy fines for doctors and lack of provisions for Medical Savings Accounts in the Senate bill.

Section 4: Totalitarian Data-Gathering System by U.S. Department of Education

- U.S. Department of Education releases handbooks on data-gathering for students and faculty.
- Handbooks aim to establish consistent terms, definitions, and codes for student data.
- Collaboration between various organizations and agencies in developing the handbooks.

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Section 5: Designing Data Collection

- Handbook emphasizes the importance of maintaining consistent data definitions within the education system.
- Researchers and organizations provide insights into the nation's schools through surveys and assessments.
- Standards for Education Data Collection and Reporting (SEDCAR) developed pursuant to Hawkins-Stafford Amendments of 1988.

Section 6: Confidentiality and Data Collection

- Family Educational Rights and Privacy Act (FERPA) allows disclosure of student records without permission in certain circumstances.
- Student data elements are coded for detailed personal information, including religious background, homeschooling status, and private school attendance.
- Assessment types cover a wide range of tests and evaluations related to student performance.

Section 7: Individual Health Information

- Detailed data collection includes oral health conditions, maternal and pre-natal health, medical history, and assessments.
- Service provider types like health nurses, social workers, psychologists, and counselors are included in the data system.
- Extensive information on student support services, health care providers, and related health conditions.

Section 8: Socialized Medicine Via Education

- The education system expands health provision aspects, offering services like counseling, psychological testing, and health evaluations.
- The system aims to control and manage behavior through detailed personal dossiers on each citizen.
- Thorough biographical data collection on staff members for efficient functioning of the education enterprise.

Section 9: Staff Handbook and Data Collection

- Education agencies maintain staff information for effective functioning.
- Automated data systems allow for various analyses and uses of staff data.
- Staff members are referred to as "human resources" in the context of data management.

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Section 10: Conclusion and Reflection

- The text highlights concerns about extensive data collection, potential privacy issues, and the implications of centralized data systems.
- Critiques are raised regarding the level of control and monitoring implied by the detailed data collection efforts.
- The overall theme suggests a shift towards centralized control and surveillance in education and healthcare systems.

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Title of section 1: Introduction and Vision of National Human Resources Development System

- The vision is to create a seamless system of skill development for all individuals, from cradle to grave, driven by outcomes rather than agency regulations.
- The system aims to be the same for everyone, regardless of age, socioeconomic status, or employment status.
- It focuses on providing opportunities for skill development that extend throughout one's life and are consistent for all individuals.

Title of section 2: National Standards and Education System

- Clear national standards of performance in general education are set to international benchmarks, with students receiving certificates upon meeting these standards.
- A national system of education links curriculum, pedagogy, examinations, and teacher education to the national standards.
- The system combines high academic standards with real-world application skills, qualifying all students for further education and work.

Title of section 3: Rewards and Incentives in Education

- Students meeting national standards are rewarded with further education and job opportunities, incentivizing hard work in school.
- Public school systems are reorganized to empower school professionals to make key decisions, with fewer restrictions and more autonomy.
- School professionals are expected to work full-time and are paid comparably to other professionals.

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Title of section 4: Economic Strategy Based on Skill Development

- The economy's strength is derived from a highly skilled population working in workplaces optimized for utilizing those skills.
- An emphasis on continuous skill development starting from early childhood through postsecondary education and into the workforce.

Title of section 5: Legislative Proposals for Human Resource Development

- Proposals include implementing a new postsecondary training system, reforming educational finance, and scaling up the human resources system nationwide.
- Initiatives focus on dislocated workers, rebuilding the employment service, and creating labor market boards to ensure job security for adult workers.
- Special programs target raising work-related skills in inner cities and advancing elementary and secondary education reforms.

Title of section 6: Implementation Strategies for the New Administration

- Strategies include using apprenticeship systems, combining initiatives for dislocated workers, and focusing on urban areas to enhance work-related skills.
- Leveraging existing legislation to advance educational reforms and skill development initiatives.

Pages - 601 -- 610

Section 1: Vision for the Education System

- A wholly restructured school system is needed to bring all students up to a higher standard.
- Public choice programs are implemented in schools.
- Students are guaranteed a fair shot at reaching standards based on their effort.
- Federal government involvement is crucial for achieving these goals.

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Section 2: Education and Work Skills

- Students meeting national education standards are entitled to three additional years of free education.
- Funding matching by federal and state governments for one free year of college for those meeting national education standards.
- Professional and technical certificates and degrees established with employer, labor, and higher education participation.
- Aim for 80% or more American high school graduates to obtain some form of college degree.

Section 3: Post-Secondary Education and Technical Certificates

- Programs designed to link professional and technical degrees to higher degrees.
- No dead ends in the education system; everyone meeting general education standards can access college.
- Accreditation required for new entrants offering professional and technical programs.

Section 4: Labor Market Systems

- Employment Service upgraded and separated from Unemployment Insurance Fund.
- All available jobs listed in a fully computerized system.
- Labor market boards established to coordinate job training, education, and counseling programs.

Section 5: Common Features

- Focus on performance- and client-oriented systems.
- Encouragement of local creativity and responsibility.
- Replacement of means-tested programs with inclusive programs for everyone.

Section 6: Agenda for the Federal Government

- Federal government's role in elementary and secondary education, job training, and labor market policy.
- Strategies for implementing the new education system nationwide.

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Section 7: Developing System Standards

- Creation of a National Board for Professional and Technical Standards.
- Setting broad performance standards for postsecondary certificates and degrees.
- Legislation to establish the Board within three years of passage.

Section 8: Collaborative Design and Development Program

- Aim to create a comprehensive system for professional and technical education.
- Legislation to engage states and cities in designing and implementing the new system.
- Inclusion of selected large cities in the design process.

Section 9: Dislocated Workers Program

- Consolidation of dislocated workers programs at redesigned employment service offices.
- Clients receive vouchers for education and training.
- Integration with the national education and training system.

Section 10: Levy-Grant System

- Proposal for a levy on employers for training met with opposition.
- Alternative approach inspired by the German model.
- Loan/Public Service Program proposed for employed individuals to improve skills.

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Section 1: Proposal for College Level Education Program

- The proposal was a keystone of the Clinton campaign.
- It is compatible with the reconceptualization of the apprenticeship proposal as a college-level education program.
- Impact on cost calculations for the college loan/public service program.

Section 2: Assistance for Dropouts and Long-Term Unemployed

- Upgrading skills of high school dropouts and adult hard-core unemployed is challenging.
- Need for a non-residential Job Corps-like program embedded in local communities.
- Creation of a new urban program organized and administered locally but meeting federal standards.

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Section 3: Elementary and Secondary Education Programs

- Recommendations for elementary and secondary education, adult education, and training.
- Increased acceptance of new vision and structure in education.
- Emphasis on activity within Congress and existing educational systems.

Section 4: Competitiveness Program

- Collaboration program with states and major cities.
- Opportunities for voluntary participation and collaboration.
- Influence on legislation and congressional activities.

Section 5: Standard Setting

- Legislation for national standard setting in education.
- Establishment of National Board for Student Achievement Standards.
- Funding sources and reporting requirements for the Board.

Section 6: Systemic Change in Public Education

- Comprehensive program to support systemic change in public education.
- Competitive grant program for states and major cities.
- Waiving regulations for health, safety, and civil rights.

Section 7: Federal Programs for the Disadvantaged

- Overhaul of federal education programs for the disadvantaged.
- Endorsement of new legislation proposals by the national commission.
- Importance of early endorsement by the administration.

Section 8: Public Choice, Technology, Integrated Health and Human Services

- Restructuring schools for success requires information and assistance.
- Focus areas include curriculum resources, professional development, and research.
- Importance of structured and interrelated learning experiences.

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Section 9: Taxonomy of Affective Objectives

- Definition and levels of cognitive, affective, and psychomotor objectives.
- Importance of internalization in acquiring values and behaviors.
- Research on peak learning experiences and changes in learners.

Section 10: Curriculum, Evaluation, and Research

- Use of Taxonomy for specifying expected learning outcomes.
- Challenges in attaining affective objectives compared to cognitive objectives.
- Importance of coordinated evaluation programs for complex objectives.

Pages - 621 -- 630

Federal/International Control of Education

- Creation of the U.S. Department of Education in 1978 linked U.S. education to international agencies and Ministries of Education under the United Nations.
- Goals 2000 and STW Opportunities Act have been passed.
- Federal government funding is in place for instructional methods, computers, curriculum, national assessment, and workforce training.

Skinnerian Method

- Direct Instruction/Mastery Learning/OBE are essential for global workforce training focused on outcome-based performance.
- Traditional education deals with intellect, while behavior-based methods like OBE focus on stimulus-response conditioning.
- Computer technology is utilized to achieve standards-based education.

Sequential Core Curriculum

- Texas Alternative Document (TAD) and E.D. Hirsch's Core Knowledge Sequence provide structured curricula.
- Scripted curricula like DISTAR, ECRI, or SUCCESS FOR ALL specify what, how, and when to teach.
- Core curriculum must be specific, sequential, and uniform for all students to facilitate international assessment using computers.

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Global Ethics/Values

- UNESCO emphasizes the link between democracy, development, and values.
- CIVITAS promotes civic education to foster sustainable democracy globally.
- AFT's "Education for Democracy Project" aligns with promoting democratic values internationally.

Technology

- Robotics and computer-assisted instruction play a crucial role in education.
- Mastery Learning/Direct Instruction align well with computer technology.
- Skinner viewed the computer as an advanced version of his behavioral conditioning box.

Choice

- Tuition tax credits, vouchers, charter schools, and apprenticeships with corporations impact federal control of American education.
- Various forms of choice can lead to centralized control over education.

Teacher Union Support

- American Federation of Teachers and other teacher unions play a role in supporting educational reforms.
- Teacher unions' involvement influences the direction of education policies and practices.

Pages - 631 -- 640

Title of section 1: National Education Association and American Federation of Teachers Support

- NEA supports new reading research recommended in the Reading Excellence Act.
- AFT supports both Direct Instruction and Hirsch's Core Curriculum.
- Bob Chase, President of NEA, advocates for incorporating both phonics and whole language in education.

Title of section 2: Direct Instruction Method and Whole Language Controversy

- Direct Instruction method mandated by the Reading Excellence Act.
- Direct Instruction is a teaching method used across disciplines, not just content-specific.
- Comparison between Direct Instruction and Mastery Learning based on operant conditioning principles.

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Title of section 3: Concerns about Operant Conditioning in Education

- Francis Schaeffer criticizes the use of operant conditioning in education.
- Parents and researchers express concerns about using animal training methods on human beings.
- Opposition to mandating the Direct Instruction method based on moral grounds.

Title of section 4: Total Quality Management and School-to-Work Programs

- TQM foundation in School-to-Work programs.
- TQM emphasizes group think and paradigm shift in thinking.
- Implementation of Problem-Solving Process and empowerment in TQM-based companies.

Title of section 5: Soviet Influence in American Education

- Education agreements with the Soviet Union for curricula development and exchange of educational materials.
- Concerns raised about Soviet ideological education and military patriotic indoctrination.
- Criticism of U.S. government's involvement with tax-exempt foundations like Carnegie Corporation in negotiating with Soviet educators.

Title of section 6: Examples of U.S.-Soviet Educational Exchange Activities

- Educators for Social Responsibility project on critical thinking about social and political issues.
- Lenin's views on cultivating critical thinking in students.
- Challenges in teaching students to think critically and evaluate evidence and reason.

Pages - 641 -- 650

Section 1: Introduction to the Workshop

- Teachers attend a week-long workshop on mastery teaching and learning theory.
- Trainer Mrs. Currington from Hawkins, Texas leads the workshop.
- Teachers are required to attend from 8:00 a.m. to 4:30 p.m. every day, Monday through Friday.

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Section 2: Initial Impressions of the Workshop

- Teachers find the workshop confusing and alarming.
- Massive workbook distributed without clear method or philosophy stated.
- Some teachers express concerns and confusion about the program.

Section 3: Reactions and Discussions Among Teachers

- Teachers share their concerns during lunch break.
- Old-timer teacher mentions the constant introduction of new programs.
- Teachers resist signing up for UCLA credit due to dissatisfaction with the workshop.

Section 4: Pressure to Memorize Directives

- Teachers pressured to memorize word-by-word directives.
- Proficiency tests required daily based on following directives exactly.
- Teachers start asking questions and becoming hostile towards the trainer.

Section 5: Intimidation and Deflection of Questions

- Trainer deflects tough questions with intimidation tactics.
- Philosophy of prioritizing group over individual highlighted.
- Program seen as political with focus on making children people pleasers.

Section 6: Mastery Requirements and Penmanship Standards

- Children must master each small step before progressing.
- Perfect penmanship enforced, regardless of fine motor skill development.
- Administrator from district office intervenes at one point.

Section 7: Individual Learning Styles Concern

- Program does not consider individual learning styles.
- Emphasis placed on group conformity and pleasing others.
- Fine motor skills development age claim raises skepticism among teachers.

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Section 8: Impact on Teachers' Reactions

- Some teachers start laughing in response to program's rigidity.
- Concerns raised about unrealistic expectations for young children.
- Teachers begin to question the effectiveness and appropriateness of the program.

Section 9: Resistance and Skepticism Among Teachers

- Teachers resist pressure to conform to program requirements.
- Laughter and skepticism emerge as responses to program's claims.
- Teachers express doubts about the program's suitability for diverse student needs.

Section 10: Overall Reflection on Workshop Experience

- Teachers collectively reject the program's approach.
- Program's lack of flexibility and consideration for individual differences noted.

Workshop experience highlights the importance of critical thinking and teacher autonomy.

Pages - 651 -- 660

Section 1: Workshop Experience

- Participants attended a workshop where they were required to raise their arms at a 45-degree angle.
- Children had to perform this action when completing an assignment, with the teacher checking for penmanship.
- If work was not perfect, the child had to start over, while the rest of the class traced the word and made corrections.

Section 2: Concerns Raised

- The method used in the workshop raised concerns among participants.
- One participant recognized similarities to the Nazi salute "Sieg Heil" and refused to continue participating.
- Monitoring of participants' behavior by the teacher-trainer added to the discomfort and suspicion.

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Section 3: Training Program Details

- The training program involved specific actions and responses from both teachers and students.
- Participants felt uneasy about the methods being employed, leading to skepticism and resistance.
- The workshop atmosphere shifted from lighthearted to serious as participants questioned the underlying intentions.

Section 4: Discussion on Educational Programs

- Mention of educational programs like "The Children's Hour" by James Clavell.
- The story highlights the influence of a new teacher on children's beliefs and values.
- The impact of different teaching methods on students' perceptions and behaviors is emphasized.

Section 5: Alert on Education System

- An alert titled "The Truth about How We All Have Been Had" by Charlotte T. Iserbyt discusses issues in the education system.
- The alert addresses concerns related to teaching methods and curriculum changes.
- It emphasizes the need for awareness and action to address shortcomings in educational practices.

Section 6: Comparison of Traditional Education and Direct Instruction

- A comparison between traditional education and direct instruction is presented.
- Traditional education focuses on content-rich curriculum and broad foundation of knowledge.
- Direct Instruction relies on behavioral psychology, operant conditioning, and scripted lesson plans.

Section 7: Teaching Approaches

- Traditional education involves teacher-directed instruction and student-centered learning.
- Direct Instruction uses stimulus-response techniques based on B.F. Skinner's work.
- Differences in teaching styles and approaches impact student learning outcomes and retention.

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Section 8: Mastery Learning vs. Traditional Education

- Mastery learning in Direct Instruction aims for mastery in each area before progressing.
- Traditional education allows for review and retention of knowledge over time.
- The impact of teaching methods on student performance and understanding is highlighted.

Section 9: Impact on Students

- Direct Instruction can lead to stress and health issues in students due to programmed responses.
- The method may hinder critical thinking and application of knowledge.
- Concerns are raised about the impact of passive learning on students' development and free will.

Section 10: Conclusion and Reflection

- The text raises questions about the effectiveness and ethical implications of different teaching methods.
- It emphasizes the importance of understanding educational approaches and their impact on student learning.
- Calls for informed decision-making and critical evaluation of teaching practices are highlighted.

Pages - 661 -- 670

Title of section 1: Introduction and Background

- The paper discusses the use of shamanistic rituals in educational policy debates.
- It draws parallels between shamans in premodern societies and applied social scientists in modern times.
- Applied social scientists are seen as using a specialized craft to alleviate issues in corporate groups, divine the unknown, and control uncertain events.

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Title of section 2: Forms of Pragmatic Action

- Anthropologists note that magic is used for pragmatic purposes in premodern societies.
- In premodern societies, technical logics were used for successful work tasks, with magic being employed as uncertainties increased.
- Educational practitioners rely on established technical routines rather than stylized scientific knowledge.

Title of section 3: Types of Magic

- Various types of magic practitioners existed in premodern societies, including shamans, witches, wizards, and sorcerers.
- Shamans primarily used magic for benevolent purposes like curing ills.
- Educational researchers can be classified based on the types and functions of the rituals they perform.

Title of section 4: Shamanism and School Effectiveness Research

- Effective schools research focuses on the instructional core of educational institutions.
- Effective schools research takes a shamanistic approach to address the problems in schooling.
- Research shamans aim to heal and revitalize sectors of education through specific rituals.

Title of section 5: Shamanism and Crisis

- Research shamanism is most valued in educational sectors with high technical uncertainty, structural cleavages, and social disorganization.
- Research in education is prominent in areas where there are conflicts among social groups and organizational disorganization.
- Effective schools research originated from addressing uncertainties, conflicts, and pessimism in urban schooling.

Title of section 6: Research on Effective Schools

- Effective schools research aims to counter pessimism about school effects on student outcomes.
- Researchers like Edmonds focused on using research to confront conflicts and uncertainties in modern schooling.
- Effective schools research diffused widely and rapidly, adopted by various educational institutions for revitalization efforts.

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Title of section 7: Important Shamanistic Rituals

- Shamanistic rituals aim to cure ills, divine the unknown, and control uncertain events in effective schools research.
- Literature reviews are used to portray positive messages about schools' effectiveness.
- Outliers analysis is utilized to identify effective schools and reveal why they are successful.

Title of section 8: Curing Ills with Literature Reviews

- Literature reviews in effective schools research aim to change the perception of schools' impact on student outcomes.
- Reviewers contrast past negative research with recent positive studies to emphasize the potential of schools to make a difference.
- Literature reviews target individuals who may not critically evaluate the research but are influenced by the appealing rhetoric.

Title of section 9: Divining the Unknown Using Outliers

- Outliers analysis is a quantitative ritual to identify effective schools and understand their success factors.
- Residuals from regression analyses are used to differentiate effective and ineffective schools.
- The power of the outliers ritual can be enhanced by manipulating the regression model and aggregation techniques.

Title of section 10: Controlling Uncertainty through Measurement

- Curriculum alignment is a shamanistic ritual used in urban or low-performing school systems to demonstrate immediate success.
- Alignment of curriculum and testing systems can lead to higher test scores without actual changes in student learning.
- The use of criterion-referenced tests can further enhance the illusion of improved instructional effectiveness.

Pages - 671 -- 680

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Section 1: Introduction to the Environmental Issue

- Cows and cars are seen as problematic due to their emissions, particularly CO₂.
- The push for sustainability involves abandoning modern affluence, transferring wealth to third world countries, and advocating for a return to manual plowing and vegetarian diets.

Section 2: Influence of Mainstream Figures

- Jeremy Rifkin's "Beyond Beef" campaign and Al Gore's book "Earth in the Balance" have contributed to raising awareness about environmental hazards related to CO₂ emissions.
- There is an increasing focus on environmental education in mainstream publications and scientific documents.

Section 3: Review of Utopian Book

- A rave review was given to a utopian book titled "Toward a Sustainable Society: An Economic, Social, and Environmental Design for Children" by James Garbarino.
- The book advocates for a sustainable human community based on social welfare systems, just employment, nonmonetarized economy, and cultural evolution.

Section 4: Transition to Sustainability

- Garbarino emphasizes the need for a transition to sustainability based on competent social welfare systems, just employment, and reliance on nonmonetarized economy.
- He calls for stringent population control measures, limited transportation and trade, earth-friendly housing, local food and energy production, and government-regulated services.

Section 5: Critique of Garbarino's Proposals

- Garbarino's proposals align with the Club of Rome's Global 2000 report, advocating for population control and controversial plans.
- His vision includes agricultural cooperatives, cashless economy, women working in gardens, and local production to reduce trade and transportation emissions.

Section 6: Environmental Impact of Cars

- Using cars for tasks that could be done without them is considered a crime against the planet.
- Nicholas Georgescu-Roegen highlights the environmental cost of producing luxury items like Cadillacs.

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Section 7: Redefining Family and Society

- Garbarino proposes redefining family roles, ending masculine domination, and promoting a more feminine ethic for sustainability.
- He envisions a society where communities share custody of children and require parenting licenses.

Section 8: Mandatory Population Controls

- Garbarino advocates for comprehensive family planning programs, penalties for exceeding family size limits, and incentives for keeping family size at replacement level.
- He views children as economic commodities and emphasizes limiting family size to two children.

Section 9: Cashless Economics and Poverty Reduction

- Garbarino calls for a cashless society, accounting for environmental damage in pricing, and reducing American consumption levels.
- He suggests voluntary poverty, reducing demands for resources, and transitioning to a domestically sustainable lifestyle.

Section 10: New Values and Education

- Garbarino promotes new values emphasizing Earth-centered religion, rejecting materialism, and fostering a relationship with nature.
- He advocates for outcome-based education focusing on social development, altering public attitudes, and instilling values aligned with environmental crisis worldview.

Pages - 681 -- 690

Section 1: Introduction and Educational Organizations

- Lists various individuals, organizations, and programs related to education.
- Mentions accountability, teacher quality measurements, and damage resulting from accountability.
- Includes references to accelerated learning, Achieve, Inc., and adult education.

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Section 2: Key Figures in Education

- Mentions influential figures like Lamar Alexander, Mortimer Adler, and Benjamin Bloom.
- Highlights their roles in education restructuring, national standards, and character education programs.
- References their involvement in national curriculum plans and educational excellence initiatives.

Section 3: Educational Initiatives and Programs

- Discusses programs such as Mastery Learning, Achievement Skills programs, and Adult Performance Level Study.
- Mentions initiatives like America 2000 Plan, Accelerated Schools, and National Commission on Excellence in Education.
- References alternative assessment methods, Advanced Systems in Measurement and Evaluation, Inc., and Advisory Commission on Intergovernmental Relations.

Section 4: Educational Policies and Reforms

- Covers topics like accountability in education, national standards, and restructuring efforts.
- Mentions the Action Plan to Deal with Violence, Education Excellence Network, and Governor's role in education.
- References policies like Act E.36, Education for the 21st Century, and Alternative Assessment of Student Achievement.

Section 5: Influence of Key Organizations

- Discusses the impact of organizations like American Council on Education, Carnegie Corporation, and National Governors' Association.
- Mentions collaborations with Citizens for Excellence in Education, Educational Testing Service, and National Institute of Education.
- References funding projects, grants, and support for educational reforms.

Section 6: Educational Philosophies and Approaches

- Covers topics like brain-compatible learning, behavior modification, and cognitive psychology.
- Mentions Skinnerian behavior modification, brainwashing techniques, and sensitivity training.
- References approaches like Mastery Learning, outcome-based education, and holistic education.

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Section 7: Government Involvement in Education

- Discusses government initiatives like Goals 2000, School-to-Work Opportunities Act, and voucher programs.
- Mentions involvement of Presidents like George Bush and Bill Clinton in education policies.
- References partnerships with federal agencies, state departments, and educational commissions.

Section 8: Impact of Educational Practices

- Discusses the impact of educational practices on students, teachers, and communities.
- Mentions outcomes of accountability measures, national standards implementation, and character education programs.
- References reports on student achievement, school violence prevention, and workforce preparation.

Section 9: Challenges and Controversies in Education

- Covers challenges like forced labor in schools, opposition to outcome-based education, and criticism of collectivism.
- Mentions controversies around educational philosophies, government interventions, and assessment methods.
- References debates on educational reforms, character education initiatives, and school curricula.

Section 10: Future Directions in Education

- Discusses future trends in education, potential reforms, and innovative programs.
- Mentions the need for collaboration, continuous improvement, and adaptation to changing educational landscapes.
- References ongoing research, policy developments, and community engagement in shaping the future of education.

Pages - 691 -- 700

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Section 1: Committee Involvement

- Various committees related to education are mentioned, such as the Committee for Economic Development (CED) and Committee on Education and Labor.
- Committees focused on specific areas like teacher education, reading difficulties, and emergency in education are highlighted.

Section 2: Communism and Education

- References to communism's influence on education in America are noted.
- Connections between communism and educational ideologies are discussed.
- Specific mentions of Communist Party organizations and their impact on education are included.

Section 3: Community-Oriented Programs

- Initiatives like Community Cluster Care Teams and Community Schools are highlighted.
- Programs promoting community partnerships and education are mentioned.
- Tools and resources for community-centered education are discussed.

Section 4: Competency-Based Education

- Concepts of competency-based education and teacher training are outlined.
- Articles and studies related to competency-based education are referenced.
- Critiques and discussions on competency-based education are included.

Section 5: Computer-Assisted Instruction

- The role of computers in education, including instruction and assessment, is discussed.
- Various viewpoints on computer-assisted instruction are presented.
- Impacts of technology on teaching methods and learning outcomes are highlighted.

Section 6: Curriculum Development

- Discussions on curriculum development approaches and methodologies are provided.
- Notable figures in curriculum development like Jerome Bruner are mentioned.
- Articles and books related to curriculum design and implementation are referenced.

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Section 7: Educational Leaders and Foundations

- Key figures in education like John Dewey and Milton Friedman are highlighted.
- Contributions of foundations like Ford Foundation and Getty Education Institute are discussed.
- The influence of educational leaders on policy and reform efforts is noted.

Section 8: Global Education and Agreements

- Efforts towards global education and international agreements are outlined.
- References to global skills standards and workforce training initiatives are included.
- Discussions on global integration and interdependence in education are provided.

Section 9: Government Involvement in Education

- Federal government's role in education funding and research is discussed.
- Legislation like Goals 2000 and its impact on education reform are highlighted.
- Criticisms and controversies surrounding government interventions in education are mentioned.

Section 10: Educational Initiatives and Programs

- Various educational programs and initiatives like ECRI and Follow Through are discussed.
- Efforts towards effective schools research and outcome-based education are highlighted.
- Articles and reports related to educational frameworks and reforms are referenced.

Pages - 701 -- 710

Section 1: Introduction to Educational Figures and Organizations

- Mentions various educational figures like Martin Haberman, Joy Hakim, and organizations like Harvard University and the Heritage Foundation.
- Provides a list of individuals and institutions involved in education and policy-making.

Section 2: Hatch Amendment and Education Regulations

- Discusses the Hatch Amendment and its impact on education regulations.
- References hearings for regulations and observations related to the Hatch Amendment.

Section 3: Teaching Methods and Approaches

- Includes information on Mastery Teaching and Mastery Learning.
- Mentions Direct Instruction and Outcome-Based Education (OBE) as teaching methods.

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Section 4: Educational Assessments and Standards

- Highlights the Massachusetts Comprehensive Assessment System (MCAS).
- Discusses the National Assessment of Educational Progress (NAEP) and its role in testing students.

Section 5: Curriculum Development and Reform Initiatives

- Covers topics such as curriculum development, national curriculum, and educational reform initiatives.
- Mentions efforts towards restructuring education systems for the 21st century.

Section 6: Parental Involvement and Community Engagement

- Emphasizes the importance of parental involvement in education.
- Discusses organizations like the National Coalition for Parent Involvement in Education (NCPIE).

Section 7: Teacher Training and Professional Development

- Addresses the National Board for Professional Teaching Standards and its significance.
- Mentions the role of the National Diffusion Network (NDN) in disseminating educational programs.

Section 8: Educational Research and Policy Recommendations

- Discusses research initiatives like the National Center for Educational Excellence.
- Mentions policy recommendations from organizations like the National Council for Educational Excellence.

Section 9: Global Education and International Partnerships

- Highlights global education initiatives and partnerships.
- Mentions collaborations with international organizations like UNESCO.

Section 10: Technology Integration and Innovation in Education

- Discusses the use of technology in education, including microcomputers in schools.
- Mentions innovative approaches to teaching and learning in the digital age.

Pages - 711 -- 720

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Section 1: National Education Goals

- Includes National Education Goals, National Education Goals and Standards, National Education Goals Panel (NEGP), publication of National Education Goals, and National Goals Panel.
- Key points: NEGP's role in setting national education goals, standards, and monitoring progress.

Section 2: National Institute of Education (NIE)

- Covers the creation of NIE, funding for projects/organizations, incorporation into OERI, collaborations with educational research teams.
- Key points: NIE's impact on educational research, partnerships with researchers like Thomas Sticht and William G. Spady.

Section 3: Outcome-Based Education (OBE)

- Discusses OBE principles, connection to Effective Schools Research, concerns, and opposition.
- Key points: Emphasis on outputs, ties to Mastery Learning, reports of failures, and school violence implications.

Section 4: School-to-Work Initiatives

- Focuses on school-to-work programs, criticisms, implementation challenges, and state-specific examples.
- Key points: Transition ease into work, business support, and varying state approaches to school-to-work.

Section 5: Character Education and Self-Esteem

- Explores character education, self-esteem initiatives, and their impact on student development.
- Key points: Role of character education in shaping values, promoting positive behaviors, and building self-confidence.

Section 6: Educational Reform and Restructuring

- Addresses educational reform efforts, restructuring models, and their implications for schools.
- Key points: Shift towards innovative teaching methods, changes in school governance, and challenges faced during reforms.

Section 7: Assessment and Accountability

- Examines assessment practices, accountability measures, and their significance in evaluating educational outcomes.
- Key points: Importance of data-driven decision-making, standardized testing, and performance-based assessments.

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Section 8: Technology Integration in Education

- Focuses on technology integration, its impact on learning, and advancements in educational technology.
- Key points: Use of computers, online resources, and digital tools to enhance teaching and learning experiences.

Section 9: Teacher Training and Professional Development

- Discusses teacher training programs, professional development opportunities, and strategies for improving educator effectiveness.
- Key points: Importance of ongoing training, mentorship programs, and continuous learning for teachers.

Section 10: Parental Involvement and Community Engagement

- Explores the role of parents, families, and communities in supporting education, fostering partnerships with schools.
- Key points: Benefits of parental involvement, community engagement, and collaborative efforts to enhance student success.

Pages - 721 -- 730

Section 1: Educational Theories and Philosophies

- Influence of Skinner's behavioral theories on education
- Spread of educational philosophies
- Functions of government in education
- Impact of programmed learning beliefs

Section 2: Key Figures in Education

- Contributions of educators likeSizer, Skinner, and Spady
- Involvement of individuals such as Theda Skocpol and Robert Slavin
- Notable works by Eugene R. Smith and Marshall Smith

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Section 3: Social and Political Context

- Overview of socialist systems and their impact
- Involvement of socialists in American politics
- Role of organizations like the Social Science Research Council

Section 4: Educational Programs and Initiatives

- Details about Mastery Learning and Outcome-Based Education
- Projects like Project BEST and High Success Network
- Associations with National Institute of Education and ASCD

Section 5: Technology in Education

- Integration of computers and teaching machines
- Implications of technology in classrooms
- Reports on the use of technology in education

Section 6: Assessment and Standards

- Standardized tests and national standards
- Discussions on performance standards
- Critiques of competency-based education

Section 7: Character Education and Values

- Importance of values clarification in education
- Emphasis on character education in schools
- Writing assignments to instill values in students

Section 8: Global Perspectives and Agreements

- Collaborations between the US and Soviet Union
- Involvement of organizations like UNESCO and UNICEF
- Efforts towards international education reform

Pages - 731 -- 740
