EDUCATION CHANGE:

Research, History, Reality

by

Don E. Glines, PhD

"...to strive with your last ounce of courage"

From: Mandated Traditional Schooling

To: Personalized Learning Opportunities

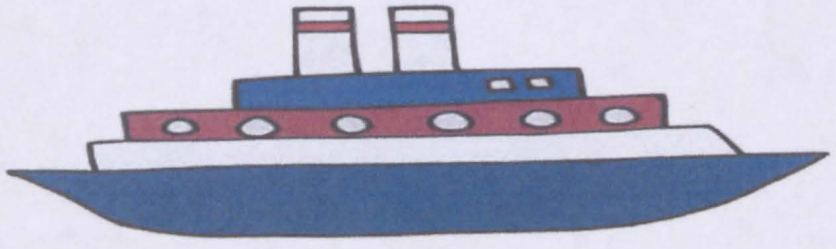
...why—what—how —"just do it"

Published by Educational Futures Projects

THE CRUISE SHIP OF LIFE

Lucy: "*On the cruise ship of life, Charlie Brown, which way is your deck chair facing?*"

Charlie: "*I don't know; I've never been able to get one open.*"
Lucy and Charlie Brown (Charles Schulz)



EDUCATION CHANGE

Documents why it is time for more educators to learn how to open their deck chairs

Publisher Page

EDUCATION CHANGE is another effort from Educational Futures Projects, Sacramento California, to convince educators that more of us need to learn how to unfold our deck chairs. Author Dr. Don Glines has spent his career actually implementing change in schools and colleges, and in conjunction, consulting for others also implementing educational innovations.

EDUCATION CHANGE is presented in cooperation with *Project 100% Graduation*, directed by Dr. John R. Eggers of Minnesota. The goal of this project is to have more students graduate, as graduation rates are low to extremely low in a variety of communities. Dr. Eggers and Dr. Glines can be contacted through the publisher address below.

Published by:

WOW Teaching Publications
envision@paulbunyan.net
20269 Irvine Avenue N W Bemidji MN 56601
(218) 766-9009

October, 2023

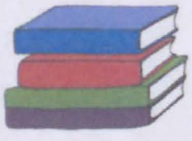
ISBN# 978-1-888954-30-2

TOPIC TITLES

Overviews

Global

In the late 1970s/early 80s, the World Futures Society cited 64 Global Dilemmas, actually most interdependent with 64 National Dilemmas: war, (Ukraine and West Africa now), natural disasters (Maui now), poverty, climate change, clean water, food supplies, ocean pollution, greed, ethics, nuclear, politics, racial diversities, immigration, cultural diversities—the list goes on (or your version). Education played a prominent role then. The author, Don Glines, keynoted several Education Division Conferences. Now, because of all the seemingly higher priorities, education has fallen toward the bottom. Yet the youth of today must understand that they can and should play a prominent role in understanding and promoting the improvement of the global conditions. Their short and long-term positive futures depend upon better global futures. Therefore, EDUCATORS must fight to raise education again to a higher priority in addressing the 64 global and national dilemmas. Remember, in the mid-1950s, Jacques Cousteau warned of the polluted oceans, declining fish population, and the melting of the arctic icebergs. **Is it not time to act in 2023 and beyond?**



Book

This true book has been published with clear print in open-booklet form for ease of reading on lap or desk. The eleven chapters are written for everyone: school board members, teachers, administrators, PTAs, parents, and yes, legislators. The short chapters clearly document WHY we must change education, and WHAT changes are required. The longer chapters (four and ten) are essential reading for those seriously contemplating implementing new programs—becoming Education Astronauts, for they provide clear cookbook recipes for HOW to create exciting spaceships, and for most everyone volunteering, better EDUCATION FUTURES.

Chapter One

Possible Dream

"To dream the impossible dream—to fight the impossible foe—to strive with your last ounce of courage—to right the unrightable wrong—this is my quest." These life-changing aspirations from a song[1] from the story[2] of one man, Don Quixote, imagineering the quest for what could and should be, and from another song,[3] the understanding of a woman, the beautiful Dulcinea—no longer Aldonza—are not cliches for educators. They provide the inspiration for changing outmoded past and present systems of **schooling** into better current and future visions for **learning**. Astronaut educators, politicians, publics must be willing to be **BETWEEN TRAPEZES** (leave the old one, reach for the new, scary, exciting one, but with a planned safety net—in case). There is even reinforcement for this essential Quest in a large public square in Brussels, Belgium. Looking toward the Gran Place is a huge statue of Don Quixote and his sidekick Sancho Panza, on horseback and donkey, starting their new venture—to "right the unrightable wrong."

Those inspiring challenges from a musical and from the story of the wondrous Quixote do reflect the ability of humans to transition education into personalized learning, while even improving traditional schooling. This can be accomplished regardless of cultures, ethnicities, economics, achievements, interests, passions, at no extra or minimal cost. Most of what is needed for success is accomplished by re-organizing and re-allocating already existing resources. Usually, additional easily obtainable support can come from community resources and students of nearby colleges. In achieving immediate and near-term futures, learning opportunities can be better for the very young, the in-betweeners, and the elderly. **Humans created what now exists; they can create new and better designs**. They need to "march into hell for a heavenly cause."[4]

---

[1] "The Impossible Dream," by Mitch Leigh and Joe Darion

[2] *Don Quixote*, by Miguel Cervantes

[3] "Dulcinea," by Mitch Leigh and Joe Darion

[4] Mitch Leigh and Joe Darion

Yes, the obvious: school staffs, parents, publics, and perhaps most of all, politicians must understand the need for EDUCATION CHANGE! More mandated courses, tests, moneys, buildings, are not the priority answers for replacing the obsolete but still current 1848 (yes) models of elementary schooling, the 1900 (yes) models of secondary schooling, and the yet still too often Monday-Wednesday-Friday class formats of many colleges. Even more obvious is the overhauling of the almost Biblical grading systems of A, B, C, D, F, or Excellent, Satisfactory, Needs Improvement.

Education is supposed to be for **learning**, not **failing**. How can anyone be labeled a **D** or **F**? Why is there mandated reading for most all in the K-1-2 years, when research proves many of these youth are not ready? As a result, traditional reading programs separate learners into "bluebirds," "greenbirds," and "redbirds"—and the infamous remedial reading classes. And why do the shortsighted but common 55-minutes each, seven period days still exist in so many high schools? Even more, why are youth separated into arbitrary elementary, middle, high school years, when educators should know such separations make no sense and have no validity? Why do bells still ring in schools, even though proved unnecessary?

There are volumes of great research studies and multiples of numbers of non-traditional learning designs which document how a variety of formats can benefit most everyone. True, in the past and current traditional schooling patterns—K-12 through graduate schools—the United States has produced many brilliant scholars, physicians, astronauts, diplomats, mechanics, engineers, poets, and almost endless other examples, including parents. Prior to World War II, Germany had the best traditional schooling results. **Those outcomes produced Auschwitz-Birkenau and the other 20,000 concentration camps. The second-best schooling system, Japan, joined Germany with its own versions of brutality.**

Ironically, following these histories—the successes of German and Japanese schooling—beginning in the 1960s and 1970s in America and elsewhere, there were numbers of imagineering, pioneering, successful non-traditional learning programs that documented they produced even faster and better school achievements, and happier, excited, passionate humans. Now both traditional and non-traditional formats are faced with rapidly emerging technology, artificial intelligence, and planned trips to the moon and on to Mars. What do these developments forecast for

education. What good is technology if algebra is still mandated for graduation, whether period two daily for 55 minutes, or on-line?

Sadly, in spite of the many successful results of the past, examine ALL the minimal, unsuccessful schooling outcomes produced by tradition: the grade level tests labeling "behind" youth, the K-12 dropouts (usually pushouts), the D and F report card designations, the "discipline problems," the expelled youth, the mental health statistics, those who do not complete their college enrollments. These examples are all part of the staggering numbers of traditional education non-successes! Except in extreme cases, can current schooling leaders and politicians defend the D/F/dropout statistics?

Artists, playwrights, poets, authors—even some politicians—have tried to portray the ills of a variety of sad conditions in society. Just one example: the famous realism artists in the second half of the 1800s—especially those in Belgium, portrayed the sad realities facing the underserved in Europe in that era. What defense is there for January 6, 2021, in the United States, or for Greenwood (Tulsa Oklahoma) in 1921? EDUCATION CHANGE tries to portray in written form the realities of traditional schooling, past and present, but more importantly, portray possible futures for education.

The following chapters will cite and explain the value of many research studies and will describe many successfully implemented non-traditional programs. Included will be common sense "how-to-do-it" illustrations of better ways of addressing most current schooling practices. For example, a few topics here: why and how to eliminate grade levels, report cards, mass testing, and counselors. If a school adopts a philosophy of WITH FREEDOM GOES RESPONSIBILITY, how do administrators handle the actions traditionally considered as discipline problems?

Re-visited will be the documents and programs from many of the following non-traditional histories: Gary Indiana—1907, Newark New Jersey—1912, Winnetka Illinois—1917, Detroit Michigan—1921, Dalton Massachusetts—1922, NSSE Report—1925, Nashville Tennessee—1927, Ambridge Pennsylvania—1930, Eight-Year Study—1932, Goodlad and Anderson—1959, University of Oregon—1960, Tucson Arizona—1963, U S Congress—1965, University City Missouri—1966, Lake Region South Dakota—1967, Mankato and Twin Cities Minnesota—1968, Canadian Provinces—1960-1970, California Districts—1974-1978, all before

computers, smart phones, wi-fi, artificial intelligence, and the ever-amazing technological developments now. Yes, there was the moon landing in 1969, and then the emerging technology of that time, but these were not available to school districts from 1900-1970. One example: for a start toward daily scheduling (which later became student personalized scheduling) the University City Missouri District in 1966 was fortunate to seek and obtain assistance from the new emerging computer systems of Lockheed Aircraft in St. Louis.

Unfortunately, all the very wrong decisions (though sometimes well-intentioned) by **politicians** and **school people** (not educators) from 1990 to 2023, will also be presented: the failed outcomes of "No Child Left Behind," "Race to the Top," "Every Child Succeeds," and the even worse "Common Core" with its many mandates, testing, and—of course—money. Further are such sad decisions from 1995 to 2023 in most states, as requiring unnecessary algebra for graduation, or forcing most all kinders into wrong reading programs at the wrong age.

These examples of bad political decisions created havoc for **true educators**. The continuation of segmented curriculum courses as algebra, and requiring new separate politically determined subjects further documented wrong decisions. In 1890, among others, Thomas H. Huxley pronounced that knowledge is interdependent, not segmented. He lamented over a century ago the segmentation of knowledge. True, but sad, in 2023 traditional school districts are further forcing segmented courses, while in the 1960s, non-traditional programs were implementing interdependent curriculum designs.

The Golden Age of Education in the United States and elsewhere and the unbelievable initial moon landing (the era of 1969-1985) reflected the visions from Willie Wonka in *The Chocolate Factory*,[5] "We are the dreamers of the dreams; we make realities out of dreams and dreams out of realities," the imagineering of Don Quixote (imagine what could and should be, design how to reach the goal, and implement the vision), and the QUEST from the *Impossible Dream*. EDUCATION CHANGE reflects the need to return to that era, but with new and better opportunities. Technology advances can create a second moon landing and then on to Mars. Education needs ASTRONAUT EDUCATORS WHO CAN CREATE NEW "Moon Schools" improving learning opportunities for all learners.

---

[5] Written by Roald Dahl

"And I'll always dream the impossible dream;
Yes, and I'll reach the unreachable star."[6]

Postscript #1:

I, the author, really do believe in an impossible dream. I have seen it happen in education, and several times, I was able to create the possible. Though I have previously been privileged to publish 140 articles and 16 books/booklets, and present almost 1000 speeches and workshops, I felt compelled to make one more effort. This time it is from a more personal approach.

I was around when gasoline was only 16.7 cents a gallon; one-bedroom apartments were available for $18.00 a month. My first full-time job in the 8th grade (full-time in summers, Sat/Sun evenings during school months), paid 35 cents an hour. In California, drivers' licenses were available at age 14, the result of World War II. The first car I drove was a Model A Ford coupe with a rumble seat.

I mention all these because most current school people, educators, politicians, taxpayers were not around in those days. They do not know critical education history—I begin here with 1904. They do not know the crucial research of 1925, 1940, 1959. Most are not aware of the Golden Age of 20th century education, roughly 1960-1980.

In most of the following chapters, I try to detail the importance of these 20th century years. The longest chapter, Mankato Wilson is very detailed to explain how we actually made 69 significant EDUCATION CHANGE items—some mechanical, some human. We can only portray about 20. However, these do describe why, what, and how we created the most innovative public school in America, and a significantly better teacher education program for the college during our time.

Those who really want to create better learning opportunities NOW will want to read Chapter Ten in great detail. Others may only want to skim. Of course, those creating programs in 2024 will need to add to the 69 changes all the new technology, second wave artificial intelligence, and even advanced computers. These were not

[6] Written by Mitch Leigh and Joe Darion.

available to innovators of the 1960s, and certainly not to those who began 20th century innovation in 1904.

There is much more needed change than the mechanical, technological, curricular revisions as most attempt now. The priority must focus on the human condition. In Chapter Five we will address the social conditions: the high annual school dropout statistics, poverty, language barriers, racist and ethnic divisions, hunger, dislike of schooling, drugs, family conditions. Education cannot solve all these national and local dilemmas, but creating more humane schools can certainly help overcome the negative attitudes existing now among the less successful learners.

Thus, this book is my last plea to "just do it." Change is not hard if educators believe in the Possible Dream. Reading some of the chapters might be tedious or more detailed than desired. We can no longer, for the sake of our youth and our global futures, continue with designs created in the 1848-1900 era. It is time for EDUCATION CHANGE!

Postscript #2:

Related to the human conditions, we will include more on the health/medical aspects. I did follow a pre-med curriculum in college and later gained a PhD in Health Education. I was an officer in the Army Medical Service Corps, a member of the American Academy of Environmental Medicine, and the American Academy of Social Psychiatry. I wrote several published articles with Doris Rapp MD, a leading pediatrician. When we discuss personalizing education, the physical and mental health of our students is far more important than test scores and reading, or solving algebra problems. They are key ingredients in the Advisor System. Healthy students are more likely to be happy students.

Chapter Two

Dramatic Research

There are, among the volumes of educational studies—many of them to be viewed later—three dramatic, undeniable, research outcomes that should have, and still can, immediately reform education/school formats. These three demand changing from mandated group curriculum and age placement programs to nongraded personalized learning options. Doubters of these results or those who believe that traditional schooling is best for all—not just some—try to refute these studies, citing that they are based on now outdated twentieth century conditions Ironically, these three studies are the reasons education practices must change "overnight" in the current and future twenty-first century.

Research: #1, *The Eight-Year Study*

Undoubtedly the greatest education research was this project planned over a two-year period from 1930 to 1932, when a group of education researchers led by Dr. Ralph Tyler, considered then the top education program evaluator, met to design a study that could answer many questions regarding secondary schooling in America. The eventual plan involved 300 cooperating universities and 30 high schools considered among the best in the nation. The study was launched and evolved over eight years, 1932 to 1940. The results took two years to compile but were finally released in five volumes in 1942. Sadly, they did not receive the national attention deserved, the result of December 7, 1941 and the following national focus on World War II.

During the eight years, the 30 participating high schools were allowed to deviate from tradition in any way they chose, but were encouraged to be innovative and move away from conventional norms. The students in the 30 high schools were guaranteed admission to any of the 300 universities, regardless if they were in a program considered less than effective if the innovation designs failed. Of the 30 high schools, ironically those that deviated the most had the best results. In fact, the

six schools that were the most non-traditional had the best outcomes of the 30 in the study; even more astonishing, of the six, the two considered the most innovative and non-traditional had the best outcomes among all 30. One of the programs involved was the Ohio State University Laboratory School. The participating students wrote a book, *Were We Guinea Pigs?* Twenty years later, a follow-up book, *Guinea Pigs Revisited*, documented that the graduates of the "guinea pig" program were highly successful, and more successful overall than graduates of conventional schools.

There were many findings within the eight years of research. The most startling and significant result was that **it made no difference as to what courses were taken in high school related to future success in college, employment, marriage, income, life**. Again, the eight-year study proved that there is no justification for mandating segmented courses as algebra for graduation.

In a related investigation, the American College Testing Service evaluated their own college test (ACT) which involved achievement in co-curricular activities, high grades in high school, high grades in college, high scores on the ACT. The only factor predicting success in higher education and later life was achievement in co-curricular activities. The same proved true in a later evaluation using the SAT.

Research #2, *The Nongraded Elementary School*

In the mid-1950s John Goodlad, the Education Dean at the University of Chicago, and Robert Anderson, then Dean of the Education Program at Harvard, published in 1959 the results of a major study on elementary age students in their earthshaking book, *The Nongraded Elementary School*. Among the many fascinating findings, the research proved that there can be no such divisions as Grade 1, Grade 2, Grade 3, and 4, 5, 6. In classrooms at those levels, it was impossible to find two students who were the same in physical development, academic achievement, interests, abilities, skills. The standard deviation tables had "statistics" in all related personal development categories. One example: on traditional reading tests, some second graders scored at the K or 1 levels, while others scored at grade 3 and 4 levels. There were no exact same "test scores" among the 25 learners. In traditional schools, such separation creates the horrible remedial reading classes. Those labeled "remedial students" could read; they were just not ready to read at the time traditional education programs insisted that they must read. Reading research indicates that most all students are ready to read somewhere between ages 3 and eleven. Most do develop successful reading skills somewhere between ages 5 to 9 if

they begin when ready, move at their own pace, with appropriate materials for the individual, not the same books and materials for all in a class of 25.

Goodlad and Anderson proved K-6 students can be mixed together in nongraded arrangements and find reading success and happiness, yet most school districts in 2023 still have grades 1, 2, 3 and mandated reading to be ready for grade 4. Why? Goodlad and Anderson proved the need for personalized learning, easily achieved by **educators**, not so by **school people**. For those who try nongraded learning, remember the first days/weeks may not be smooth, as staff transition to a new format. They have to remember they probably will be "between trapezes," leaving the comfort of their former graded classrooms to working with a team of teachers sharing multi-aged students. When staff let go of the old trapeze, they need to hope there is a safety net—perhaps going back to the old—but when they reach that new trapeze and see successful students, they will wonder why they ever taught grade level classrooms.

Research #3, *The Oregon Growth and Development Study*

In the mid-1950s, staff at the University of Oregon, Eugene, led by one of the most outstanding national researchers in his field, Dr. H. Harrison Clarke, were able to obtain funds to assist with a major 12-year longitudinal research study on child growth and development, involving boys in the secondary school years, grades 7 to 12. The Medford Oregon school district was used as the focal point of the study, though comparative testing was done at several other districts in the state: Coos Bay, Bend, Baker, Eugene. The grant money and funds from the university covered the expenses of the testing, but not for the evaluations of the results. Therefore, primarily doctoral students—a few master degree candidates—were invited to do the testing and then utilize and analyze the results for the topics of their dissertations and theses. Over 60 doctoral and master evaluations emerged during the 12-year history of the project, from 1958-1970.

It is not possible to report all of the results of the research, but two very concrete documents emerged related to the need to personalize learning opportunities at all age levels. One dramatic result involved boys in the traditional seventh grade enrollments. The extensive testing including X-rays of the wrist area to determine skeletal age and maturation differences proved that physically, some seventh grade boys were only "fifth graders" in physical development while others were (yes) "ninth graders." How could any school district have this mixture in the

same seventh grade class? The ninth graders were "men"; researchers smiled, commenting they were ready for the National Football League. As a result of such testing, the study accurately predicted the state champions in football, basketball, and baseball, two years before the playoffs in those competitions.

Perhaps even more startling were the "academic" achievement level spreads for those same seventh graders. The boys who were spread from fifth to ninth grade in physical development were spread even greater in their school classrooms. Numbers of these youth, academically, according to traditional school tests (math, reading, English, science) scored at only the fourth and fifth grade levels, while others scored at the ninth and tenth grade levels. Thus, the challenge to traditional schools. How can any true educator place all eleven-twelve year old students in something called a "seventh grade," when they are spread a minimum of five years physiologically, and "academically," a minimum of six to eight years? Do schools need to abandon grade levels? Though girls were not involved in the twelve-year study of boys, sample testing of girls, for comparison, revealed the same dramatic spreads.

Related Discussions

The Oregon Study results and additional findings of evaluations of the same age students by the National Association for Supervision and Curriculum Development (ASCD) led to a call for an essential overhaul of the junior high years. The great Middle School designs and implementations by Dr. William Alexander (U of Florida) and his group—including myself—to achieve the goal of junior high reform were the real Middle School (grades 5 through 8). The Alexander group designs are not reflected in the current sad "middle schools," where the only changes were the name over the door and grades 6-7-8 rather than grades 7-8-9. True educators need to understand why real EDUCATION CHANGE is essential for "youth in the middle."

Results from the Oregon Study also helped create revisions in Little League baseball. Although even more changes still should be considered, here again is where this author must deviate in several chapters from almost always writing in third person, to first person. This is necessary because I was there as part of the Oregon Study, and further involved as Director of Little League Baseball in San Marino, California. The Oregon results and my experiences with Little League make these

findings related to overhauling middle schools true. In this respect we need to sidetrack a moment to Shakespeare. The "experts" on his plays, such as *Othello*, *Hamlet*, and *MacBeth*, all "know" what Shakespeare intended when he wrote. They are certain of the inciting factors, the climax, and the denouement in each of his plays, but when the experts are asked if they have ever talked with Shakespeare, the obvious answer is NO. Further, did Shakespeare write what he intended so experts could convey his thoughts? In most cases, Shakespeare did not explain his intentions other than writing an interesting story.

How do the Shakespeare stories relate to the Oregon Study and Little League history? I am writing my experiences so that they can be believable, as not many are left from those eras. What most school people reflect is based upon their personal experiences, but they can only interpret from within themselves. **If they have never envisioned a school without a seventh grade**, they have difficulty making major changes in teaching and organizing in a middle school without a seventh grade.

Now back to Little League. In the time when ages eligibility for the teams were 10 to 12, all players on each team had to play at least two innings. When the weakest, less developed player—probably a ten-year-old—was inserted into the game, he was usually put in right field, hoping the opposition would not hit the ball there. If an opponent did, and the boy dropped the ball or missed it entirely, the crowd of moaning parents who had to have a winner groaned and eventually boo-ed. Then the same boy came to bat and struck out; he was boo-ed again. The negative calls from the stands got so bad, I stopped the game and banned the parents from the stands. They said I could not do this. I said, yes, I was the director. They were told they could come back the next week if they could behave. **In making significant educational change, sometimes the leader must be a benevolent dictator.**

Related to the Oregon research, here were Little League boys 12 years old, many turning 13 right after the first game—and perhaps turning 14 before the national playoffs, throwing pitches close to major league speed at boys who were only 9-10-11 physiologically. Part of my role in the Oregon Study was to do the X-rays of the bones of the wrist to ascertain skeletal age, which again proved the six-year physiological spread. I know; I saw the skeletal age of every 7th grade boy.

This concerned me, so I contacted Creighton Hale. He had become National Director of Little League. Ironically, Creighton was my Physiology of Exercise class

professor at Springfield College—the birthplace of basketball and volleyball—and had also become concerned with the same facts. Further, part of my research at Oregon had been a study of individual reaction times. I had proved for the first time that reaction time is a true independent variable, not related to speed, agility, strength, as previously believed. These results also indicated that reaction time was usually the last such trait developed, sometimes as late as 17-18 years old. Creighton and I and many others were faced with a huge dilemma; there were 13-14 year-old boys physiologically throwing at boys only 9-10 physiologically.

The solution: Creighton Hale was able to convince the Little League Board to move the pitching mound back five feet and require helmets to be worn by all participants. Since then, the Little League Board has barred any boy who will turn 14 during the season from participating. The huge physical gaps that appear among boys at the local competition levels at the start of the season are not as much a problem for the teams making the national and international playoffs. Studies of the winning teams illustrate that many of the members are physiologically advanced—12 to 13—so there is not the same spread of development which occurs at the local level in the Spring. One more example from me! In the 7th grade, I was a star athlete: quarterback on the football team. Dick W. was a great kid, but chubby and slow. He wanted to be with the "gang," but usually was the last chosen during our pickup games. In our junior year football team, Dick and I ended up vying for the same position; Dick became first string, and I was second. I had to change positions. In personalizing education (here, physical) it is essential to allow for individual growth patterns of each youth related to spirit, mind, and body. No apologies for this long discourse regarding the Oregon Study and Little League Baseball. These reflect directly on schooling practices in traditional education. There are dramatic differences among youth in each year of "grade level" schools in most districts. **There is nothing so unequal as to treat unequals as equals**.

Chapter Three

Person Astronauts

In this chapter, dwelling on myself represents the many PERSON ASTRONAUTS in education/school/district/college circles during the Golden Age of EDUCATION CHANGE, from the mid-1960s to the late 1980s. This is essential, for when I advocated and implemented personalized learning programs, and a complete escape from tradition for those who volunteered, I was accused by the traditionalists that I was too soft on achievement requirements. For example, the opponents claimed I would give "anyone" a high school diploma, college credits, or success in elementary school basics with hardly any work—A's in my university classes for just attending!

Quite the contrary. No one was going to escape the programs I directed without significant labor, based upon what I was required to complete for my degrees. **The difference is that in non-traditional designs, learning is personalized**. Not everyone must take algebra for graduation, but the learners know math to the extent of their interests and abilities. Not every "first-grader" must read from a Scott-Foresman book. Not every college health major has to take inorganic chemistry.

As a school administrator, I sometimes had to be a benevolent dictator in creating change. Those staff who understood the need for new directions rushed ahead as leaders. Those who did not want to change, but eventually were accepting—and then often becoming leaders—were given patience. However, those who would not accept the changes were fired or given other roles. Initially, the best way to create significant school change is to work with volunteers, as those who were excellent airplane pilots volunteered as **astronauts** living in a space station.

Back to my own transformation! For my PhD, I was required to pass comprehensive reading requirements in both French and German. In those days,

French was still considered the universal language, and German was essential for anyone entering the science, health, medical fields. The best studies were still in German and not translated before the push for translation, and, of course, the development of computers. I also had to pass a cognate—a program in a field I had not studied. In my case, I was assigned Philosophy, competing on tests with PhD candidates in that field. In addition, there were 20 hours of comprehensive final exams, writing one hour on each of twenty test questions, four per night, Monday through Friday. If you failed one of the twenty questions, you failed the entire exam. There were the usual final oral exit exams, defending the dissertation. My topic had involved completing 35 zero-order and multiple correlations. This was before computers. I spent most of one summer from 8:00 AM to 5:00 PM, Monday through Friday, sitting at a Frieden calculator completing this task.

For my MS degree, my topic involved individually testing 600 elementary school youth. At the BS degree level, I completed 5 ¾ years of college in four years. I wanted six majors: English, Social Studies, Life Sciences, Health, Physical Education, Recreation. Related to these, I taught English, history, science, health, physical education, a high school French class, and coached four sports. I was qualified to be a school administrator, K-12 (superintendent or principal) and was qualified to direct any city health program not requiring an MD as director, or also was qualified to direct the recreation programs in any city.

Why all this about me? It is not for ego. It is to confirm that those of us who abandoned traditional education were not "kooks" as the "enemies" sought to portray us. We did have solid academic credentials. We just realized that traditional schooling was not the best for most learners. **Ironically**, on the other hand, we supported the availability of traditional schools and colleges for those parents, students, professors who still thought those approaches best for them, especially if they were happy, and successful in their studies. Yes, heart surgeons have to know the anatomy of the heart and be tested for their knowledge. The difference in achieving this goal through personalized programs is that they, and all other specialists, can achieve competence through many possible non-traditional avenues and time sequences.

For a moment, reflecting on my own K-college, and army experiences, I was lucky enough to attend a good traditional school. I had fine K and first grade teachers, poor second, good third, acceptable fourth, poor fifth, good sixth, the usual

fate of most K-6 learners in traditional programs. There were two bright spots: (1) the excellent summer softball programs for grades four through six youth, including citywide competition, and (2) in my school, Luther Burbank, that Gardening was a basic subject equal to reading and math. In those days, schools named for Burbank could apply for a grant from the Burbank Foundation. This provided a gardening teacher with the needed supplies and equipment, while the school provided space for a huge garden. We even had "homework" in Gardening—trying to grow plants at home, indoors or outdoors, depending upon the home space. This learning was of great value in creating World War II Victory Gardens!

In the sixth grade, I thought I wanted to go to Annapolis, the result of reading all the 22 Howard Pease maritime books. However, in the seventh grade, I could not do those silly math story problems: "when one train goes 70 and the other 60, when do they pass each other and when do they arrive in their opposite stations?" In my case, not knowing the answer, my comment was "Who cares?" If so, call the train station and find out. The only ones who needed such knowledge were those who set the train schedules. The Annapolis dream disappeared. Becoming a pilot was also shown to be impossible: math!

In Junior High, I spent most of the time in the office of the principal, for being critical of so many of the very poor teachers. The office staff loved me (and my similar companions), for we did chores for them. Ironically, the school did have perhaps the best intramural sports program in the country at that time—TRUE!

On to high school and college. I finished in the top ten percent academically at both levels. However, in the 10-12 grades, I failed algebra, geometry, trig, and in college—inorganic chemistry. I still do not understand ions and molecules. Fortunately, I received D-minus on the report cards so I could claim credit. Did I mention in the K-12 years I also failed penmanship and even typing? I still do not understand computers. Obviously, these experiences affected my views on traditional schooling. I twice failed the college admission test. Even more, I honestly **failed the Graduate Record Exam twice**, even leaving an entire section blank; yet I finished with honors and a PhD. How could that be if the tests were valid? Is the problem that universities are too easy? Anyone who enters "higher education" can graduate?

My army experiences also provided another path toward personalizing learning in education. In training for the infantry, I could not disassemble, and especially re-assemble, my M-1 rifle. I was required to attend remedial rifle classes; I still could not re-assemble my rifle. Firing it usually flagged "Maggie's Drawers," a sign of missing the target. Yet we were preparing to be sent to Korea—I did try! Ironically, I was one of the best on the recoilless rifle; it had a target sight built in, and did not require assembling. On the other hand, I won the required Division mile run, the result of being in shape through playing four years of college lacrosse, and in high school competing in the mile run. I also completed the army 20-mile hikes over hill and dale, snow or blasting hot weather (Indiantown Gap, Pennsylvania).

Surprisingly, I liked the army when I received my commission as an officer in the Medical Service Corps and was assigned to a MASH unit. I almost made the army a career; I did spend an additional ten years in the Reserves. Even in jobs and careers, personalizing abilities can create success not obtainable when forced to be in situations where the individual is not fit.

Again, why all these personal histories? Those of us in education all have had our own many life experiences, schooling, dreams, and realities. This long discourse about me (assuming you could plow through it) was considered essential to validate why the leaders of the Golden Age programs of **Innovation**, **Experimentation**, **Research**, and **Evaluation** (ESEA Title III) were not just doing "crazy stuff." All of EDUCATION CHANGE is based upon solid research, histories, evaluations, life experiences. We involved in that era were determined to try, and hopefully find, better learning opportunities for all learners, birth until death.

"I have seen what others can only dream.
I know these descriptions are true—for I have been there."
(Gulliver, by Jonathan Swift)

Special Focus

The Challenge: A, B, C, D, F:

Changing the schools and colleges for now and the future

A's: Everyone knows the "A" students in our schools do not need the traditional thirteen years of K-12 schooling. Homeschooling helps to establish that fact. The majority of 4.0 youth come from upper income college graduate families. They enter Harvard, Yale, Princeton, Stanford, M I T, Caltech, or strive for scholarships to the Juilliard School of Music. These youth do not need algebra. "A" students are born lucky. They become our doctors, scientists, though they could be happier in a personalized program where they can go at their own speed, faster, with more accomplishments. The point: we have built our school systems for the A students.

B's: The "B's" are also college prep youth with maybe only a 3.5 GPA, not 4.0. They are going to college. They do well in school, but are especially motivated by participation in co-curricular activities, as proven by the analysis of the ACT test results. They are on the student council, play in the band, play football, are cheerleaders, are in drama or the orchestra. They are content with San Jose State, the University of Minnesota, or Vanderbilt. In general, they are successful in school, college, life. Unfortunately, the A's and B's only constitute 30 or at most 40% of the K-12 learners.

C's: Then there are the C's. "Oh, Mom, I'm so happy; I'm a 'C'. Are you not proud of me? Maybe I can go to a state college if they admit C's." "Oh, Dad, it is so wonderful to be a 'C,' Are you not proud of me? " Is that what schools are all about, producing "C's"? Yet, the C population constitutes 35 to 40% of our school population.

D's: What do we do with the "D's"? In elementary school, many qualify for the famous remedial reading and math classes. They are not excited about school, unless one is Frank, the farmer's son, who is going to spend his life as a farmer. He probably joins the FFA, or his sister may enter the FHA program. They are lucky; they get C's and D's—maybe an A in physical education or home economics. What about the D's who begin to think of dropping out of school; some become "discipline" problems.

F's: How does any student become an "F"—a failure in life? How can any educator give a student an F? Education is supposed to be a learning system. If schools get away from mandated one-size schooling, to personalized learning environments, most of the F's can be prevented from becoming eventual dropouts. Sadly, the D/F populations contribute about 30% of our youth in traditional schools.

Can educators defend A, B, C, D, F on the report cards?????

Sally and the Coat Hanger

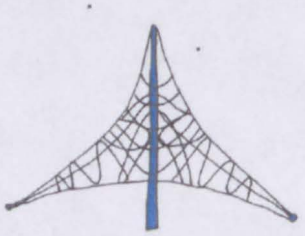
Sally exclaims: *A "C"? I got a "C" on my coat hanger sculpture? How could anyone get a "C" for a coat hanger sculpture?*

She asks the teacher: *Was I judged on the piece of sculpture itself? If so, is it not true that only years of time can judge a piece of art? Or was I judged on my talent? If so, is it right that I be judged on a part of my genetics over which I have no control? If I was judged on my effort, then I was judged unfairly, for I tried as hard as I could.*

Was I judged on what I learned about the project? If so then you, my teacher, should also be judged on your ability to transmit knowledge. Are you willing to share my "C"?

Perhaps I was judged on the quality of the coat hanger out of which my creation was made—also unfair. Am I to be judged on the quality of the coat hangers used by the dry-cleaning establishment which returned my clothes on this hanger? Is that not the responsibility of my parents? Should they not share my "C"?

Charles Schulz, Cartoonist (and Sally)



The Truth

Linus: *I wish I had a pencil-pal like you, Charlie Brown.*
Charlie: *Well, it doesn't do much good if you can't read or write.*
Linus: *That's very true—only five years old and already I'm an illiterate.*

... Charlie Brown and Linus, by Charles Schulz

Facsimile of Pupil Report Card
Lyon County Public Schools, Kansas, District 104
Report of *Walter Porter (my stepfather's father)*
Interim Grade for the three months beginning *December 20, 1889*

Studies	First Month	Second Month	Third Month
Spelling	92	96	92
Reading	79	92	94
Writing	87	93	92
Arithmetic	82	99	100
Geography	85	96	96
Language	78	88	97
History			
Days Absent	3	1	4
Times Tardy	3	2	2
Deportment	96	98	100
Rank in class			

100 = Perfect 90 = Good 80 = Medium 70 = Poor

Teacher: *Laura Pinley* Parents, Please Sign and Return

Parent's name: 1st month .
Parent's name 2nd month .
Parent's name 3rd month .

Has anything changed since 1889, except "90" is now a "B"?

Supporting Evidence—1915 to 2023

"Uniformity is just plain bad education. The tendency of the examination system to arrest growth, deaden life, to paralyze the higher faculties, involves schooling in an atmosphere of unreality and self-deception which obscures the true purpose of education. Conscription-based schooling and uniform curriculum imposed by adults on children is an affront to learning."

---from The Tragedy of Education, 1913, by Edmond Holmes

Retired Minister of Education, United Kingdom

"Democracy means the absence of domination: whilst our model of schooling is riddled with domination, we are clearly on the wrong track, assuming, that is, that we actually believe in democracy."

---Nelson Mandela, Political Leader

LIFE magazine (special issue)
October 16, 1950
"U. S. Schools: They Face a Crisis"
(My comment in 2023: Do we still face a crisis? YES!)

"Millions of kids are missing weeks of school as attendance tanks across the U. S."
---August, 2023 newspaper headline by The Associated Press

"More than 6.5 million additional students became chronically absent during the 2021-2022 school year."
---from Stanford University Professor Thomas Dee in partnership with The Associated Press

Chapter Four

Wonderful Histories

STARTLING, DISTURBING, DELIGHTFUL histories and research involving many programs across the country are so essential in creating EDUCATION CHANGE. They prove that pioneer, imaginative educators across the nation did and still can improve learning opportunities for everyone. Chapter Ten, *Mankato Wilson*, explains in great detail the why, what, and how 69 changes were made to gain the reputation as the most innovative public school and teacher education program in America. This Chapter Four reflects on numerous early 20th century programs that proved how learning could be better for most learners, from 1904 to 1970. Remember, all these programs, including Wilson, were made without computers, smart phones, wi-fi, artificial intelligence, and the current and future amazing technological developments. Though some of these early changes were more mechanical than personal, they all reflected the concern of pioneering educators for the human spirit!

One of the early modest, more mechanical, efforts to try to offer learning opportunities for more youth occurred, in of all places, Bluffton Indiana in 1904 (remember, in 1900, only four percent of youth nationally went to college; for most, completing K-8 was an accomplishment). In that year, superintendent/principal William Wirt of the one-room K-12 schoolhouse in Bluffton was faced with serious overcrowding, related to the growth of the community. Wirt asked his school board for a new, larger, better schoolhouse. They refused, citing costs in this rural community. Wirt's creative mind then designed the first officially recognized year-round program, open twelve months a year. In his plan, some students were always out of school on a rotating basis, thus creating space for all the Bluffton youth to have, at that time, a full education.

The success of Wirt in Bluffton was noted. In 1907, an almost new town arose, Gary Indiana (near Chicago), the result of U S Steel building a huge new steel plant there. This brought the need for many employees who could re-locate. Initially, many nearby Caucasian Indiana residents moved to Gary, but the plant also brought immigrants and residents from other states and countries, thereby creating a community of many cultures, ethnicities, and skill levels. This "overnight" growth not only created the need for immediate housing, it brought the need for schools, as most of the new employees with families brought children. Partly based on his creativity in Bluffton, William Wirt was hired as the first school superintendent in Gary to solve the dilemma of providing schools for everyone—in a hurry—for many of the immigrants had limited English.

Rather than build the traditional schools and programs of that era, Wirt designed the PLATOON SYSTEM and the Work-Study-Play plan. In "platooning," Wirt built only half of a traditional school building—rooms for the 3 Rs. With the money saved, he created spaces for electives—science, art, print shop, physical education, great playgrounds, and eventually swimming pools and gymnasiums. He started with K-8 schools and eventually high schools, including the famed Horace Mann which had boys and girls swimming pools and boys' and girls' gymnasiums. The great J. Lloyd Trump, eventually Associate Director of NASSP, was once principal there. In platooning, half of the students were in the 3Rs classrooms, while the other half were in electives (as in the morning). In the afternoon, the youth reversed, so all had both programs each day. In the Work-Study-Play concept, students did work part of the day, study part of the day, play part of the day.

Once the K-12 programs were rolling, to encourage more youth to continue their education, he created a junior (two years) college program in Gary. Beyond that, he then convinced the Legislature to create a state college in Gary, which is now Indiana University Northwest. Wirt was superintendent in Gary for 30 years (1907-1937) so all of these developments evolved over the years, but even in the first years, the Platoon and Work-Study-Play designs were invoked.

Over 300 schools in the United States adopted forms of the Gary plan during this period. Platooning did reflect his curriculum. Further, the schools were open 12 hours each day, 6 ½ days each week (only 6 hours on Sunday). Adults could attend classes with K-12 students; students could attend programs with adults, such as English classes at night, swimming (the pools were open, gymnasium activities, and

numerous other classes desired by the community). Wirt did all this on the same or lower budget than other comparative districts in Indiana. Student test scores were better than those in other similar districts.

When I was documenting this unique program, I called the Gary district for information. None of the then current school administrators or board members knew of it. I was shocked! Fortunately, on that day there was an older retired secretary visiting in the office. I was turned over to her. She said yes, she had heard of it. She said I might call the archivist at Indiana University Northwest. He might have some information. I did, and he did. He was great; he knew of the program and said he thought he had two copies of the book by Wirt. I told him I would like to re-publish it if I could. He said, "If you will, I will send you one of my two copies to keep." (I still have it). I did re-publish it as part of one of my/Wirt's books.

I expected a "full-length" book, but only a "booklet" arrived, published in 1937 by the print shop at the famed Horace Mann High School. It was labeled "Part I"; I called the archivist again for Part II! He said it was never published; Wirt died before he could complete it. The title was wonderful: THE GREAT LOCKOUT IN AMERICA'S CITIZENSHIP PLANTS. Wirt condemned traditional schools for "locking out" citizens from learning by being open only nine months, six hours a day, five days a week. Gary was "closed" only Christmas, Thanksgiving, July 4—remember Gary schools were open 12 hours a day, 6 ½ days each week (only 6 hours on Sunday so that families could attend church). The Gary residents—especially the immigrant steel workers and families—could learn in the evening and weekends as well as the 12-hour days—at night too—during the week.

Wirt relied on community input. Gary had a very strong PTA providing many recommendations—from the ladies in their proper black hats, and well below-the-knee black dresses. Ironically, Wirt himself was very controversial, and somewhat dogmatic. As the Gary superintendent, he was also president of the local bank, owned a car dealership (Nash), initially separated African-American youth (later integrated); he was not perfect, but for EDUCATION CHANGE, he was a Benevolent Dictator, and for its time (1907-1937), Gary, compared to most school districts, had a most renowned program. Do not forget that in the 1930s, we had the start of the fabulous Eight-Year Study and the Ohio State Laboratory School. The subtitles of this manuscript include History and Research—remember Chapter Two. In Chapter Ten, the Mankato Wilson school puts together much of what was known

from 1900-1960. Why so much on Gary Indiana and William Wirt? It is early proof that we can make learning better for so many youth. The Gary program also reinforces the sub-theme of EDUCATION CHANGE—JUST DO IT.

Now, on to another great historical document, providing both research results and program descriptions. Again, in searching for this information, I had to contact another archivist, this time at the University of Chicago—where the conference had been held. He was kind enough to go to the basement and re-print for me key parts—of what should have been an earthshaking guide for EDUCATION CHANGE—from the *24th Yearbook* (published in 1925) by the National Society for the Study of Education (NSSE—later printed as a book in 1929). Once more, at the time I wrote of this report, none of the traditional "school people and politicians" I contacted knew of this wonderful document.

This 1924 conference of NSSE members was directed by the innovative Carleton Washburne, superintendent of the Winnetka, Illinois Public Schools. In 1917, he had implemented and written of the individualized Winnetka Plan. Included in the NSSE report were the results from the wonderful Detroit Intelligence Studies (1921) involving first graders and proving the need to individualize and personalize learning. All the youngsters in the study were given the same somewhat difficult assignment. The "smart students" completed the task in 12 days; the "okay" students took nearly a month; the "laggards" took more than a month. Yet in 2023, 100 years later, we still have "4th grade" common core reading and math tests, group, not personalized assignments; WHY?

This was only one of the studies documented in this wonderful *24th Yearbook*—which included the Winnetka Plan; the focus of both the Part I and Part II volumes was on **"Adapting the Schools to Individual Differences."** One hundred years ago, the then Astronaut Educators knew group-paced, mandated age, grade level curriculum, and organization designs were wrong for most, yet now in 2023, **School People and Politicians**, via such bad legislation as Common Core, are more entrenched than ever, pushing ill-fated **Schooling**, not understanding **Learning**!

Again, the irony today is that current Education Astronauts support the option of traditional schooling and college for some. If students, parents, professors are enjoying schooling, doing well, and are happy, great. That is what is desired:

success! Just do not mandate "one-size-fits-all" schooling programs for everyone. Religion provides an easy example. If on a four corners intersection, there would be four different churches—perhaps on one corner would be a Baptist church, the opposite corner a Catholic church, on the 3rd corner perhaps a Synagogue, and on the 4th, perhaps a Unitarian/Universalist denomination. But if there were four elementary schools on those same four corners, all would be basically the same: K-5 separate classrooms with one teacher and 25 desks—usually facing the chalkboard, or maybe in a semicircle. Why cannot education provide choices for learning as churches do for worshiping? Current ill-fated charters do not offer the intended options.

Now to touch on several other early 20th century efforts to create EDUCATION CHANGE before proceeding to more recent efforts: the 70s to 90s, including the Cluster School concept in Minneapolis, Charter Schools, Magnet Schools, Alternative Schools, Storefront Schools, and earlier—Continuation Schools—and even back to 1970 and the actually designed and proposed Minnesota Experimental City (MXC), a community for 250,000 residents with no schools or colleges.

Looking further back, we can start with the 1912-1932 Newark New Jersey year-round education plan related to the flood of immigrants needing housing, schools, and assistance in learning English. If we could have a 12-month plan in 1912, why not in 2023? Then to 1922 in Dalton Massachusetts and the individualized Dalton Plan for K-8 students, created by Helen Parkhurst—later moved to New York City. Going beyond, from 1927-1932, the creative superintendent, Henri Weber, in Nashville Tennessee was alarmed at the numbers of youth not even completing the then expected 8th grade—or equivalent. He organized the four-quarter plan where students could complete the usual fall, winter, spring quarters, but to help those "behind," or who wanted to advance, he added a 4th. All youth could attend school year-round, not just three quarters and a possible summer program. If the district became overcrowded, schools could always rotate students to ensure they attended three of the four quarters—or traditionally, a full year.

Would you believe that when I wrote the definitive book on Year-Round Continuous learning, I called the Nashville Schools office for information on the Henry Weber program. They all—superintendent, curriculum director, school board—all swore Nashville never had a year-round program. Again I relied on other

sources—especially archivists. Most are of great help. Thus, I called the archivist at the Nashville Public Library for assistance. She said, yes, I think we have material on that program. I will xerox it and charge you only for the copying costs (then $5.50). She not only sent articles on the plan and a picture of Superintendent Weber, but more importantly, the exhaustive study completed by the then nationally recognized George Peabody College of Education, part of Vanderbilt University, outlining the success of the program.

Moving Forward

A major reason why 2023 "school people and politicians" are in such a rut (Common Core, algebra, reading tests) is that they do not know, or care about education research and history. EDUCATION ASTRONAUTS of 2023 and the years beyond need to know of the many studies, books, outcomes, Nirvanas of the past to encourage them to take on the traditionalist School People and Politicians; they must demand that real educators be given the green light to create learning programs for everyone—not just the few. The need to personalize learning has been documented for 100 years. It is more than time for EDUCATION CHANGE for the majority of learners.

On to the 1960s, starting with the newer Amphitheater School District, a suburb north of Tucson Arizona. The plan by forward-looking Superintendent Marion Donaldson, was to create a non-traditional K-12 district in contrast with the traditional Tucson City District Schools, and to create personalized programs for the expanding growth of families and learners moving north of town; it was also to offer exchanges between two district boundaries to provide opportunities for family choice. Parents from the traditional Tucson City district could come to Amphitheater, while Amphitheater families preferring tradition could send their youth to conventional schools in the Tucson district. Extensive busing was already in play related to the two communities.

One of the early efforts of the Amphitheater District was the creation of the K-6 Walker Elementary School. Dr. J. Lloyd Trump (previously cited), on his visit to Amphitheater, called Walker the most innovative elementary school in America (1963). In his speech to district parents and educators he told the audience that what Walker was doing was not new, but based upon extensive research and prior histories. Walker was completely nongraded, K-6. The building inside featured large

open spaces—very few walls. There were no classrooms of 30 desks. The students had tote trays which had a place to be stored, or could be carried anywhere during the day if needed for activities or studies. The huge science/social studies focus facility was a "large barn" where students could build, among all, a full-sized covered wagon. Along the interior sides of the walls were full-size (K-6 increments) high school style chemistry and biology labs. If parents in the Walker area did not like this program, they could transfer to another flexible but more traditional school in the district. The wonderful principal at Walker, Dr. Evelyn Carswell, later became a consultant for the National Education Association (NEA) in Washington DC..

At the secondary level was the expanding Canyon Del Oro (CDO) School, initially housing junior high (7-8-9) youth. CDO was expanding into a large high school while a new junior high was under construction. CDO was open from 8-4 daily, the hours then related to the existing "bus schedules." As a result, students at CDO were given two hours free (on a rotating basis) every day. This also led to the development of one of its initial innovations—the creation of perhaps the first in the country daily schedule (Brookhurst Jr. High in Anaheim CA was working on their version at the same time). At CDO in its first year of operation, it took until November to iron out all the scheduling snags. When that happened, the existing semi-traditional schedule was scrapped; there was no need to "wait until next year." This daily schedule led later to personalized scheduling. Innovators at Stanford were working on early versions of a computer (old-style) flexible-inflexible schedule (MTWThF) where each day the schedule was to be different, and Indiana University staff were working on their version of the "Indy-flex."

Back to CDO, the students wanted to adopt a school nickname—their early choice was the Cougars, with orange and white colors. The administrators and most of the faculty worked hard to convince the students otherwise—to reflect the innovative nature of the program. Even a student assembly rally was held where the assistant principal dressed as a cheerleader to convince the youth to be Dorados (Oh Golden Knight—in search of El Dorado). The purpose was to reflect the search for something better for education. "Dorados" was passed by the students—the first in Arizona. Related, the staff pushed for tri-colors (not orange and white) to reflect the school name: the great green trees on the mountain overlooking the school, the gold reflecting the search by the early miners in the area, and silver to reflect the many rocks on the semi-desert ground. The students passed the first tri-color adoption in Arizona: green, gold, silver. The sports uniforms reflected the three colors.

Sadly, as the community grew and more traditionalist parents built new homes in the many open acres, slick-talking but very traditional young attorneys ran for the school board, saying they believed in trying to make education better. They eventually gained control of the school board, replacing the 4-1 for innovation schoolboard to 3-2 against. They fired the excellent superintendent, Marion Donaldson. He later became President of the Scottsdale Community College. They fired the wonderful Dr. Carswell at Walker and built in walls there and turned it into a traditional school (politics are often so evil—they would not even let Walker remain as a choice school). The administrators at CDO saw what was coming for them: thus both moved on to new ventures. I know all this to be true, for I was there. We wanted to fight—to keep alive the dreams—but then, as now, security for staff who wanted to stay in Amphitheater, and the still existing politicians made the possible dream at that moment impossible; there was not then that "last ounce of courage."

These detailed successes and failures of prior efforts for EDUCATION CHANGE are felt necessary to describe and prepare for future Astronauts what can be achieved, and the hurdles one must expect and be prepared to overcome. All the initial efforts in the national "space-age" developments were not always successful; there were failures. But by persevering, we are preparing for Mars. Education Astronauts must plan to move on to volunteering for "moon schools." Therefore, more successes and disappointments need to be documented to understand and persevere overhauling the traditions of 1848 schooling.

Another State

University City Missouri offers another Golden Age example of great success and eventual disappointment. The key lesson here is that what University City accomplished further proves the success of their innovations—supporting the "Just Do It" philosophy. The disappointments in this case had nothing to do with "wrong" innovations, or even politics, but the changing nature of the community—yet another lesson in preparing future Education Astronauts.

The University City preK-12 school district, a suburb of St. Louis, was considered by most as the #1 district in Missouri by all traditional standards: test scores, students entering college, graduation rates, strong professional staff, new curriculum projects, strong sports. Kenny Holtzman, later a star pitcher for the

Chicago Cubs, was a product of University City athletic programs. To help keep the district #1, a pioneer new early childhood entrance policy based upon the work of Piaget, Frostig, Ilg was instituted. The district was the second in the nation to adopt ITA as a major reading program (the first district was Bethlehem Pennsylvania)—these all circa 1965, just after a new superintendent and central office staff had been hired to keep the district the best.

I was hired, perhaps the first one in the nation, as a full-time district consultant for innovation and change. We knocked out 70 walls my first year as an early effort to change the culture of the district—and to create suites rather than single classrooms. We made so many changes in our first year as the new leadership team that Phi Delta Kappa heard of the efforts and sent staff to view what had been accomplished in one year. Our changes included nongrading some elementary schools, eliminating D/F on the junior and senior high report cards, a focus on team teaching, a daily schedule for several of the elementary schools, and a weekly MTWThF early effort toward daily schedule changes at the high school.

We held open house days for all visitors in the Midwest; we hosted a major conference on *Planning Change in Education*. Phi Delta Kappa was there at that time. Their published article in the December 1966 *Kappan* labeled me the "Vice-President for Education Heresy." We were invited by the eight Rocky Mountain States project, *Designing Education for the Future* (Arizona, New Mexico, Colorado, Utah, Montana, Wyoming, Idaho Nevada) to be speakers at their three major conferences, and for me to contribute a chapter in one of their excellent books, this one titled *Planning and Effecting Needed Changes in Education* (1967).

Surprisingly, the new leadership team found what they considered to be major flaws—and perhaps we were not #1. As example, the library for an "academic" high school of 2000, grades 10-12 students, seated only 70. We managed to get funds and built a 600-seat Media Center—then the model concept—with a large range of materials. This effort led to winning an award from the National Architects Association. We did develop a semi-flexible schedule with the help of engineers from the Lockheed Aircraft plant.

We eliminated D/F markings (only A, B, C, no credit). We took 7th grade remedial readers and asked them if they would like to be tutors for students in the elementary school reading programs—focusing on beginners. They were skeptical,

but when they realized they could escape from their junior high portions of each week, they said yes. Within six months, all these 7th grade minimal readers were reading at "grade level" or above. What was the trick? They had to learn ITA readers to be able to help the youngsters. Starting over with ITA, they were soon out of the remedial designation. University City staff conducted workshops in many areas of the state to explain why, what, and how University City changed. We even helped Webster College develop a new teacher education program.

At the elementary level, at one school, the 3rd/4th/5th/6th grade teachers agreed to remodel into more open spaces and focus on team teaching in a nongraded manner—no report cards and all the popular innovations of that era. However, the principal at that same school told me to stay away from the grades 1 and 2 teachers. They were "old pros" considered the best in the district. Two were age 61, one was 62, one was 63. They were excellent teachers and near retirement. One day after school, I happened to be in the district central office complex at the same time one of these four pros was there. She confronted me and asked why I had not been to visit the four of them. I replied because their excellent principal, whom they liked, told me to stay away. She said, "Frank does not run our program. If we wanted to learn what you would like to do with our program, would you meet with us?" Of course I said yes! Soon on a Saturday I was having lunch with the four, explaining how I would eliminate the self-contained classrooms, nongrade the program, and change some of the curriculum and team-teaching roles.

They asked, if we decide to change, how soon could you remove our walls. I said we are booked up until late October, but I believe we could do it then. Suddenly they said yes, let us do it. We did knock out the walls between three classrooms in a row to create a large suite. We kept one room across the hall open and carpeted it so we could have the youth sit on the floor to watch a movie or other group activity, or use it for music, art, or science programs, or small group gatherings. They all wanted to continue teaching reading—they were all good at that—but then they realized the benefit of strengths and passions. As example, one of them was an excellent "art teacher." Students in her prior 2nd grade classroom received an excellent art education. The other three knew this and that they were weak in art. If some students had teacher A for 1st grade (missing art) and teacher B for 2nd grade, they had little art. Those who had teacher C for 1st grade had little art, but those who had teacher D for 2nd grade received excellent art. The four realized the benefit for all the youth to have teacher D for art. Thus they began to semi-specialize; one taught more of the

math, one taught more of the science, and ! All the students benefited from the skills and passions and personality matches throughout the week/year—a beautiful example of team teaching and daily flexible scheduling. Other primary teachers could not believe when they heard what these older veteran teachers were doing. They came to learn by the droves.

These visits helped other schools begin to eliminate self-contained classrooms. Why all this discussion (there could be pages more) of how and why an excellent district and teachers changed? It proves that even the best can and should change when it benefits their students. Proof of some of this is in the December 1966 *Phi Delta Kappan* journal. Unfortunately, the *Kappan* staff came just as we were starting the four teacher changes. The photo shows 30 inkwell desks in what were the old classrooms before the walls were knocked out, with teachers still with a classroom group of students, but remember, this was the first week of removing the walls before we could remove the desks and implement the new program, but it does prove we did remove walls and self-contained classrooms.

Why did the University City efforts not last forever. The changes were working great and looking for more. However, University City was a strongly Jewish middle to upper class community, bordering on a lower income African-American community. As residents of this St. Louis district wanted to move up, the close area was University City. At first, the Jewish residents welcomed them, but as more and more moved in, it eventually became mostly an all African-American community. The Jewish families moved to the suburbs to the west. The school people from St. Louis brought all the old traditional concepts of schooling, eliminated all the innovations; the prior University City staff retired or found new positions elsewhere. Their programs were nationally recognized, but then the leaders changed.

Conservative States

To prove EDUCATION CHANGE can occur in more rural, politically conservative states with limited funds, during the early days of the Golden Age, came a challenge from South Dakota. In 1966, national surveys had placed the state 49th in most everything related to education—teacher salaries, new facilities, most all—but especially the acceptance of the Golden Age innovation effort as in a number of progressive states. Only Mississippi kept South Dakota from ranking 50th. But surprisingly, the Lake Region (northeast corner) had put together and received

a grant from the great 1965 ESEA Title III Act under President Lyndon Johnson and his Congress to implement innovative practices.

I was asked to come to South Dakota to give a speech on change. I said no, my schedule really was full. Besides, what hope would there be in that state. The Lake Region leaders kept insisting. Finally, we found an open date on a Friday night—of all nights, where I said yes—April 1967. That evening it snowed. I told the planners in Watertown to cancel. No one will arrive, or if a few, let us set up a small circle on the stage of the auditorium for an interaction session, not a speech. They said no, people will be here. The region had support from Senator George McGovern, a lonely Democrat in a Republican state—who in his presidential bid, lost 49 of the 50 states, including South Dakota.

To my surprise, the auditorium began to fill, and soon to capacity. Over 700 teachers and administrators from the Lake Region had come on school buses with box lunches, through a snowstorm to hear me speak on a Friday night. I could not believe it. I received an especially warm reception during a close to three-hour speech and following question/answer period. On Saturday before flying out—Watertown did have a small airport as it was a stopping point for North Central Airlines on a schedule from Minneapolis to Rapid City and on to Denver—I did a workshop for the Title III Center leaders.

Two weeks later I received a call from the Lake Region director. "You must come to South Dakota to help us." I said, no, who would want to come to a cold, rural, conservative state; besides, you could not pay me enough (I was only making $13,000 in Missouri—surprisingly a good salary for educators back then working for school districts). A week later, another South Dakota phone call. "We can pay you $16,000; the money will come from three sources. You will direct the innovation efforts for the Lake Region and be housed in Watertown for salary #1; you will be paid by the South Dakota State Education Department as a consultant for innovation for the state for salary amount #2. Finally, you will be a professor for South Dakota State University and teach Tuesday night classes for salary #3. Again I said no, but shortly after, I accepted the challenge: can you really create EDUCATION CHANGE in a state ranked 49th? It turned out to be a wonderful experience. We created so much CHANGE that we wrote a major article titled *South Dakota: From 49th to Leadership*. It was true. People came from many states (really) to see what was happening, especially in the Lake Region, the focus of our early efforts.

We began; when I arrived in Watertown (a community of 10,000 at the time), I discovered there was an old, empty, two-story 1910 Midwest style elementary schoolhouse. I said I want that for a sample of starting an elementary school overhaul in South Dakota, but even more for my two offspring. I was not going to let them attend an old conventional school with inkwell desks still bolted to the floor, no kindergartens, and the usual traditional textbooks. I enlisted the aid of Herb Teske of the Lake Region staff, whose wife had been a baby-sitter for Senator McGovern in Huron. We had a volunteer--the postman who delivered mail and lived in the neighborhood of the abandoned school--he felt Lincoln was an eyesore and brought down property values. We worked on the Watertown school board to let us have the building if we could recruit enough volunteer students and teachers in this very traditional school district. We put an article in the local Watertown newspaper (they cooperated with us) explaining our plans for this school, and a Dial Soap coupon ad: 10 cents off if you want to enroll in a different school.

To the complete amazement of most everyone, in three days' time we were oversubscribed. Of interest, the postman who lived in the school vicinity and delivered mail there, knocked on every door with elementary children and, if home, encouraged them to enroll their offspring—or left a note for them encouraging enrollment. I was to become the "unofficial" principal so I could control the program—setting it up, directing, improving the effort when I was in town—remember, I had the whole Lake Region to cover—plus as much as possible, the state. Because I was to be a professor at South Dakota State University, I was able to get volunteer student teachers to work full-time for a period at the school. I was also able to enlist a graduate student—working for an administrative credential to be the "almost daily" principal to learn how to be an innovative principal. Dr. Maynard Cochrane of the university education department was a leader in helping us.

Surprisingly, when the school board and superintendent saw the response to our "coupon ad," they went out of their way to help transfer teachers who volunteered for this innovation project. With a little additional money from the district, and from our Title III project, we were able to hire a few part-time "teacher associates" with usually two years of college classes. They were great assets—in fact, one was the best "teacher" in the program, related to the students flocking to her great personality, plus her specialty: teaching art for all who volunteered! She started the students with drawings, paintings, illustrations from Disney World—

Mickey Mouse, Donald—all of them. She had them plastered to the walls and the staircase to the second floor (most all of those old 1910 style buildings had two stories and a basement). Visitors who came to visit our Lincoln Learning Laboratory (Lincoln was the name of the original school) named us the Disneyland of South Dakota. The name stuck in future descriptions of the school, more than Lincoln.

In the beginning, we wanted to carpet most of the areas of the school, but we had no money. We asked everyone getting new carpeting to give us the good pieces of the old, and from the carpet company, any scraps they could donate. Suddenly we had a huge pile of every color it seemed—tan, brown, blue, red, green and—and all sizes. One night we had an old-fashioned Midwest "corn-husking bee." Fathers came and put together amazingly beautiful carpeted floors everywhere we wanted them—all the colors in patchwork, but fun. The mothers/grandmothers/wives fed the carpet-layer fathers/grandfathers/volunteers with coffee, sandwiches, doughnuts. Lincoln was carpeted for "free." We made the front page of the local newspaper—pictures, the story, all supportive!

We also wanted a library, but again—no money. We asked for free apple boxes (in those days wooden). Soon we had enough. Again a "bookhusk." The fathers, and all, painted the boxes, most with pretty pastel colors of blue, yellow, green, and…! We asked for book donations. Yes, early we had such as five copies of the *Bobbsey Twins,* BUT, we had a library, and later filled it with a wide variety of books and library style materials.

In Brookings, home of South Dakota State and a great superintendent, Dr. Bruce Crosswait, we turned a 300-seat "study hall" with inkwell desks bolted to the floor (in a converted former auditorium multi-purpose room) into a beautiful Media Center for Brookings Junior High. Bruce became the most innovative superintendent in South Dakota. Eleanor Cochrane, wife of Maynard, created the first completely individualized home economics program in the state—and perhaps the country. We had such projects going throughout the school districts in the region: Huron, Waubay, Sisseton, and…! In my role as a state consultant, we tried to help the Bureau of Indian Affairs schools on the Pine Ridge Reservation. With the time and resources we had, we did our best to convert South Dakota from 49th to leadership!

As part of this statewide effort, we were able to use some Title III money, and money from the State Department to bring in outside experts and to conduct

innovation workshops throughout the state. One example: we were able to bring in Glenn Kirchner, a movement education expert from Simon Fraser University in Vancouver Canada to help us create part of our physical education program in our small basement open area gymnasium (remember the South Dakota snow in the winter). We had a physical education student teacher major from South Dakota State to help too. Glenn was able to demonstrate how to create a Physical Education program for elementary youngster (the most important years—not secondary) with very limited resources. In the same basement facility, we were able to install a stove or two, refrigerator, and create a small cafeteria for those needing lunch or snacks. Most students were able to bring sack lunches from home, but we wanted to ensure that all youth had good nourishment at school, regardless of their economic status at home.

Also, with Title III money (remember for Innovation, Experimentation, Research, Evaluation—not to raise test scores), we were able to bring into the state national experts to help with our efforts. We had workshops with such as Dr. Madeleine Hunter, the outstanding director of the nongraded elementary lab school at UCLA, Dr. J. Lloyd Trump, Associate Director of NASSP to help with overhauling South Dakota high schools, Dr, Gordon Cawelti of ASCD to lead curriculum change, and so many more. I knew all such people, so they came to help South Dakota from 49th to leadership. I was also able to bring in classroom teacher "experts" who had helped me with projects in Arizona and Missouri.

One of the fun projects was helping implement the programs at Harmony Hill High School in Watertown, a brand new Catholic residential girls' school. Principal Sister Mary Braun was wonderful. I helped design the original curriculum and spent every Friday afternoon at the school when I was in town, helping them create the first weekly (not daily) schedule in South Dakota. Every week there was a new schedule for each day—M,T,W,Th,F! We engaged three universities: South Dakota State, Huron, Northern—to offer region-wide workshops—especially in the summer, where college students could apply the credits earned to whichever of the three cooperating universities they desired. I was the first graduation speaker. So what eventually happened to this outstanding program? Yes, again, politics, even in Catholic education. There was a change in Bishops, from a very liberal supportive of Harmony Hill Bishop to a very traditional, strict, my-way Bishop. He did not like what had happened at Harmony Hill. He sent Sister Mary Braun to a Catholic program in Guatemala, revoked all the innovations at Harmony, and turned it into a

very rigid Catholic High School. Enrollment dropped dramatically. Eventually, Harmony was forced to close. Sad, but true: politics again!

Explanation

Why such detail on long past education programs, with more to come in Chapter Nine. Part of the reason is that if one today is going to be an Education Astronaut, it is terribly important to know history, research, explanations—especially if one is going to tussle with the "Rinky Dinks" of Chapter Eight. Why so many detailed descriptions of projects I created or was a major player/consultant. I was not there in the Gary, Winnetka, Detroit, Dalton, Nashville, Ohio State, and other key histories. But I was directly involved in Arizona, Missouri, South Dakota, Minnesota, California leadership roles I accepted. I know these stories/facts are true, for I was there and part of them. It does not mean that there were not others creating efforts, such as Dr. Wayne Jennings, creator of the St. Paul Open School, or the many other Golden Age leaders for EDUCATION CHANGE. This whole purpose is to arm 2024 and beyond leaders with the histories and research which support and prove that true educators—not school people—can use this past and current information to create better education futures. It seems that some of these illustrations go on and on, but they are only the old "tip of the iceberg" related to what I could write related to the Golden Age of the past and what should be part of the future.

I really liked South Dakota, surprising for a born and bred California seacoast resident. We were making great progress. I enjoyed being "a big fish in a small pond" versus being "a small fish in a big pond." However, I planned to leave South Dakota for California (I did eventually become a leader in California). I had helped produce changes in Germany, Spain, Taiwan, Haiti—later in Honduras, Mexico, and especially Canada—in almost every province and major city. In Haiti, as Director of the American Union School, I completely nongraded a K-12 program in 1962. We conducted school from 7:00 AM to 12:30 PM all year, for it was too hot in the afternoon—especially without air conditioning. At Simon Fraser University, I had 900 Vancouver educators laughing, crying, jeering, standing, smiling—rolling in the aisles—a standing ovation. I described how our methods for teaching algebra are antiquated, ineffective, and morally wrong. They howled for five minutes. That was

1967. In 2023 we are basically handling algebra the same way! Yes, I have a cassette recording of the audience response.

This book and illustrations are honestly not about me. I really am "over the hill." It is just that I feel compelled to preserve all WE did (many across the nation), to preserve so many of the research studies and histories of 1900-1960 (which led to the Golden Age national efforts), to use this information to create better futures. This all now must be known if we Astronaut Educators are truly going to create EDUCATION CHANGE beyond 2023 for the youth, families, and educators, as Stanford scholar Dr. Willis Harman wrote in *An Incomplete Guide to the Future*.[7]

Current education—compulsory schooling, compulsory learning—is a tyranny and a crime against the human mind and spirit. Let all those escape it who can—any way they can.

John Holt, Education Heretic

[7] Harman, Willis, *An Incomplete Guide to the Future*. The Portable Stanford Series, San Francisco Book Co., 1976

THE ANIMAL SCHOOL
--A Fable—

The animals decided they must do something heroic to meet the problems of a new world. They organized a school and adopted a curriculum of running, climbing, swimming, and flying. For ease of administration, ALL the animals took ALL the subjects.

The Duck was excellent in swimming, but barely made a passing grade in flying and was poor in running. Since he was poor, he had to stay after school to master running and had to reduce swimming. His webbed feet were soon badly worn, so he only made average in swimming, but average was OK—except to the duck. The Rabbit started at the top of the class in running, but had a nervous breakdown because of so much makeup work in swimming.

The Squirrel was excellent in climbing until he developed frustration in flying because the teacher made him start from the ground instead of the treetop. He developed a pain from overexertion. Therefore, he received a C in climbing and a D in running.

The Eagle was a problem child and was disciplined severely. In climbing class, he beat all the others to the top of the tree, but he had insisted on using his own way to get there.

At the end of the year, a Monkey who could climb exceedingly well but also run, swim, and fly (a little) became the valedictorian.

The family of Prairie Dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They therefore apprenticed their children to the Badgers and later joined the Ground Hogs and Gophers to start a successful private school.

(attributed to George Reavis)

Chapter Five

Seventh Grade

In the previous chapters, already proven is the fact that there can be no such concept as grade levels, and certainly that there can be no "7th grade." Therefore, why a separate short chapter to reinforce the fact that—if no other changes are made in a school—the "7th grade" must disappear. It is the worst year for the majority of K-12 youth. This has been known for decades, yet in 2023, there is still the "7th" in most school districts.

Remember, there is irrefutable proof that some 7th graders are only "5th graders" physiologically, and some are "9th graders." Some have not started puberty, some are on the way, and some are already men and women! There is no defense for all "7th boys" to be forced to play flag football, climb a rope, do an elephant leap over the parallel bars. There is no defense for a "7th girl" to be forced to play softball, jog laps around the football field, or other. Remember too that some 7th graders—boys and girls—are only "5th" on achievement tests, while others are "11th." There is no defense for "7th" boys being required to read *The Red Badge of Courage*, or for all "7th girls" to be required to take pre-algebra or home economics.

Recent proof in 1965—only 60 years ago—the National Association for Supervision and Curriculum Development (ASCD) knew junior highs (most then were grades 7-8-9 or often K-8 in rural communities and in many Catholic schools), were of questionable value. Led by a group of junior high experts (John Lounsbury as leader), ASCD published *The Junior High We Need.* Then over a two-year period, they visited nationally many junior high programs. In 1965, they published another book, *The Junior High We Saw*. As you may guess, **the gully between the *Need* and *Saw* would swallow the earth.**

Enter Dr. William Alexander (Bill), professor at the University of Florida, as a key leader in trying to solve the dilemma between *need* and *saw*. While on a plane

flying to Albany New York to address a group of junior high principals, he struggled with how to refer to this age youth—certainly not as "junior high students." He thought, these are youth in the "middle"; I will refer to them as "middle schoolers." As a result of Bill's leadership, a small group of us (I was one) met at the Conrad Hilton Hotel in Chicago—the site of the NASSP convention (the junior highs were part of the grades 7-12 NASSP then) before the emergence of the National Middle School's Association to focus on middle schools.

Some of us pushed for K-12 programs—nongrade all—but reality set in and we settled for including grades 5-8. Our evidence reflected that "5th" were closer to "6th" than "4th", and "8th" were closer to "9th" than "7th." These four years were to allow youth to grow and mature and achieve at their own pace. Our "Middle School" was nongraded, free of report cards, and conventional 7th grade requirements, with individual teams of guides (teachers) selected by the learners as described in Chapter Ten (Wilson). There were some great starts: Mount Kisco New York, Lima and Beria Ohio, Dr. Ann Grooms helping Grosse Pointe Michigan and Racine Wisconsin with middle school plans, and even Eagle Grove Iowa (yes) where we held a national meeting on middle schools. Bruce Howell, creator/principal of the middle school there, who later became superintendent in Tulsa Oklahoma, and then Dean at Tulsa University, hosted the conference. Most of the participants had to stay in Des Moines; Eagle Grove was too small! The middle school was grades 6-7-8-9, space problems.

What happened soon after? Disaster! At the time, K-9 schools were overcrowded—younger population growth—while new "fancy" high schools were built, but were undercrowded. The "school people," parents, school boards, became controlled by the extreme traditionalists. They were horrified that "5th" would be with "8th" and learn "bad things." However, space was still a problem. The negative "leaders" said that the Bill Alexander group advocated putting the 9th in the high school; that would solve our undercrowded high schools and relieve the overcrowded K-8. They did destroy the plan to "save" the youth in the middle. They moved the 9th to the high school, created 6-7-8 grade level enrollments rather than 7-8-9. They changed the name over the door from "Rogers Junior High" to "Rogers Middle School." Later politicians created such as Common Core politics; the traditionalists ruined "innovations" and made the so-called middle schools worse than the former junior high programs.

Middle Schools are still a disaster. The 7th grade still exists. Will "school people" ever become educators? Will they ever become Education Astronauts and finally eliminate the impossible SEVENTH GRADE?

Priorities

There are further concrete reasons for why no 7th grade programs, or the existing traditional middle schools of grades 6-7-8. As indicated elsewhere, the current Native American learners do well in K-5 grades. They are smart. Think of all they learned from their elders on open land before Native American tribes had "Reservation schools" as those, for example, created by the Bureau of Indian Affairs (BIA). But when these Americans get to the "middle school," they learn that their ancestors were savages who killed people on wagon trains moving west through former Indian land. Their ancestors killed the calvary, as in Custer's last stand, even though it was the gold seekers protected by Custer, in the Black Hills, who BROKE the treaties. Further, they learned their fathers were "drunks" who could not resist alcohol. Then they get to high school and have to learn algebra, parts of speech, and wrong U S History; they say, Why? Many then drop out—especially the boys—and return to the reservations. Their dropout thinking usually starts in the "schools-in-the-middle."

The same problems exist among Hispanic, African, Native Alaskan, and some Asian Pacific students. They are smart. They can learn. They are often already bi-lingual when entering school. They just need formal reading and math and "correct" English, taught when they are ready in a personalized manner that fits their own development and home environment. If they are not reading fluently, or doing math well when they reach the "middle school," they then become lost in the system. The middle years are the keys to success—or not—in the high school years and their graduation rates—not 100% graduate. Large numbers drop out—really are pushed-out—or do poorly with "D" grades and low test scores. The fault starts in traditional K-8 schools.

In 2023, roughly 7,000 students drop out of school EACH DAY! Over one million drop out of school each year. Approximately 30% of these youth use drugs;

27% fail too many classes.[8] Remember, education is supposed to be a learning system, not a failing one. As noted before, the "A" students do not even need high school; they can become doctors, astronauts, biochemists, because they have the gift of intelligence; the majority come from middle or high income families, and they have a drive to do whatever is required to "fight" for admission to "elite" universities. Another fact that "minority populations" can succeed was demonstrated during Covid-19. The majority of medical doctors appearing for interviews on CNN and MSNBC were "non-white," traditionally thinking. Many were former "immigrants." Examine the President Biden cabinet and many of our top military leaders, as further examples, that "minorities" can do well in schools.

The majority of youth dropping out of school do come from low-income families, living in lower economic areas of the cities or rural areas. They are often hungry, need dental or medical help without the funds to pay, work at lower salary jobs. There is no need to dwell on all the social problems in the United States: homelessness, foster youth, crime, mental health, guns. We all know the issues. Schools cannot solve all these problems, but different and better learning opportunities, fewer dropouts, more graduating, and better nutrition (all day food service in schools as will be described in Chapter Ten, Mankato Wilson) can help each individual and society as a whole. Now, 2023, eight states provide free breakfast and lunch to all students regardless of income.

In the "old days," when I was a student, and later a school administrator, the major problems facing school officials were rules such as do not chew gum (and do not stick it on the bottom of the inkwell desk), avoid being caught, do not be late to class, and do not skip school. What were drugs? Most of us did not know or had even heard of Fentanyl. Outside of school, a few students smoked, and some "had a beer," but very few to the extreme. Older youth from French families could have wine with dinner, as wine was a staple at the dinner table. These "outside" events usually did not affect schools—except perhaps if a student had beer on the weekend and had a car accident. Athletes did not smoke; most coaches were very strict on this issue.

Obviously, we could go on and on with the 64 global and national issues, especially related to schools: the problems for our youth of hunger, cost of living, drugs, guns, gender identity, single working parents, low wages for many,

---

[8] Eggers, John, *Substance Abuse and High School Success*, April, 2023, envision@paulbunyan.net

homelessness, foster care and…! The issue here is that so many of these problems can be improved—even overcome for some youth/families—if the K-5 schools teach reading and math in a personalized manner, not in classrooms of 30 with one teacher. Further, if the tragic "middle schools" for so many youth are not overhauled—for many youth are "lost" by then—there is little hope, except for those who can fight through all their adversities alone or with help. There are many good or excellent teachers who want to help more; they are stymied by a system of traditions. As only one example, carefully read and understand the Mankato Wilson School (Chapter Ten). Though not a "perfect school," it does prove that by making the 69 changes as at Wilson (or your list), the youth of America will benefit by EDUCATION CHANGE.

It is now 2024. Is it not time for EDUCATION CHANGE?

Chapter Six

Decision Truths

The 1964 Civil Rights Act, the desegregation of schools, and the integration of the armed forces all changed the course of cultural and social futures. Beyond these, the fabulous political decision affecting schools was Congress passing (with support from President Johnson, the greatest education President supporting improving learning through innovation) the 1965 ESEA Title III Act. Provided in the legislation were grants for INNOVATION, EXPERIMENTATION, RESEARCH, and EVALUATION. Applications for grant money could come from throughout the nation. Minneapolis, Berkeley, and the Franklin Pierce district in Tacoma Washington received the largest first grants. The submitted proposals were not to be focused on raising test scores, requiring new subjects, or hiring more teachers. They were to focus on innovation to try to find better ways for learning. As previously indicated, the initial grants allowed Minnesota to rise to the top and for South Dakota to move from 49th to leadership.

Part of the Minnesota grant allowed Minneapolis to create the Cluster Neighborhood concept. Four nearby elementary schools became a "cluster." Parents, students, teachers could select the one that best fit them as individuals. School A was a traditional program; School B was a semi-flexible program; School C was a modified Mankato Wilson plan (Chapter Ten), and School D was a Free School—popular in those days with families disenchanted with conventional schooling. The cluster concept was so successful that it was later adopted district-wide, K-12.

Another example of Minnesota efforts in this era was the Macalester College Alternative Conference—partially supported by Title III funds. The formats and topics of this Thursday-to-Sunday gathering brought many "lumberjack-dressed men—shirts/boots/beards. Many of the women wore "granny dresses." Then there was me: old blue suit, white shirt, bow tie—to present the closing Sunday morning sermon! The previous three keynote speakers were nationally recognized "radical

education" speakers with lumberjack shirts and no "bow ties." We met for these large groups in the old, somewhat dirty gymnasium with no lines of traditional chairs. The audience sat on the floor mats, parallel bars, wherever. The speakers had no podium, just a stand-up microphone to appear behind. When the audience saw me introduced—with my bow tie—they began looking for the exits. As I began with a "you have to change" start, they waited a few minutes. I proceeded to give the most radical presentation at the conference. True, they stayed to listen.

Surprisingly, for my approach, Mayor George Latimer brought a number of "regular" St. Paul residents—white shirts, shoes—who were interested in starting an "alternative school" similar to Mankato Wilson. The outcome of the conference for them was the creation of the famed St. Paul Open School, directed by an innovative St. Paul administrator, Dr. Wayne Jennings. Would you believe: a Friday night gathering of 700 parents, teachers, in a snowstorm in January, to learn how to implement the open school program. Everyone was amazed.

The key to the beginning was my white shirt and bow tie. One did not have to be a "radical," or wear granny dresses or beards to have a different school. You could wear "regular conventional dress" and still support and demand EDUCATION CHANGE. The St. Paul Open group found an empty four-story warehouse which they converted into an open, flexible program for 400 students in the beginning, later expanded in enrollment. The Minnesota projects were supported by Hubert Humphrey and Walter Mondale on the Democratic side of Minnesota politics. On the Conservative side, support came from Congressmen Albert Quie and Bill Frenzel. Therefore, DECISION TRUTHS can be a positive force for EDUCATION CHANGE when there are open-minded, fair politicians. The fact that there are such individuals can best be summarized by the famous January 16, 1966 speech by President Lyndon Johnson addressing 10,000 school administrators in Atlantic City New Jersey, at the annual school superintendents conference. Excerpts from the speech follow:

TOMORROW'S SCHOOL

Tomorrow's school will be a school without walls—a school built of doors which open to the entire community. Tomorrow's school will reach out to the places that enrich the human spirit—to the museums, the theaters, the art galleries, to the parks and rivers and mountains.

It will ally itself with the city, busy streets and factories, its assembly lines and laboratories—so that the world of work does not seem an alien place for the student.

Tomorrow's school will be the center of community life, for grown-ups as well as children—"a shopping center of human services." It might have a community health clinic or a public library, a theater and recreation facilities.

It will provide formal education for all citizens—and it will not close its doors any more at three o'clock. It will employ its buildings round the clock and its teachers round the year."

---President Lyndon Johnson

In spite of past support for education innovation by understanding politicians, there have been and most always are bad DECISION TRUTHS when examining most political interference related to improving learning and education programs. One such DECISION TRUTH by lack of understanding, and sometimes just "bad" politicians related to education was the passage of No Child Left Behind (NCLB). This ACT by Congress may have been well-intentioned, supported by President Bush, but if the designers of NCLB had paid attention to the research and histories of trying to improve reading, they would have known the goals of NCLB could not be reached in the planned 20 years (1995-2015): ALL 3rd graders would be reading at grade level. NO; there was never a chance following the same methods and with

common grade-level textbooks. More money and teacher aides and the other support via NCLB would not and did not make a difference.

One concrete example that more of the same-style efforts would not make a positive difference came in the Sacramento City Unified School District, California. The Hewlett-Packard corporation gave a huge financial grant to the district with the goal of improving reading and math test scores in the elementary schools. The grant required all students to use *Open Court* readers and *Saxon* math books. As part of the grant, the district hired tutors "to teach all the elementary grade teachers" how to use these materials, and hired monitors to ensure that all staff and students were on the same page at the same time, and were following the presented methods. You guessed correctly: at the end of the three-year project, reading and math scores were down, not up. The materials and pace did not work for the majority of youth, many of whom were from "minority cultures." When the project began, already good "2nd grade teachers" knew there would be a problem. At the start, they still had learners in their classrooms at the K and 1st level of reading, and others at the 3rd/4th—yet in the grant program, all students were to use the same 2nd grade level *Open Court* and *Saxon* math materials at the same required level of pacing.

After NCLB did not measure up, and with reading and math scores still a problem, in the President Obama administration, Secretary of Education William Bennett and staff promoted *Race to the Top*, with goals similar to NCLB. This program failed too; students and teachers tired before reaching the TOP! *Race to the Top* was followed by *Every Child Succeeds*. Yes, well-intentioned, though politically motivated, this effort again ignored the research and histories related to reading and math learning, and again posted on the failed program list!

Finally, to try to "beat" the Japanese and Chinese test scores—and even those of Finland, and other "advanced societies," the politicians and school people (not educators) designed the extremely ugly and awful *Common Core*—one of the worst pieces of education legislation ever designed (compare it with the 1965 education legislation signed by President Johnson). *Common Core* placed national requirements for test results from 4th, 8th, 11th grade students—refusing again to recognize that there can be no equal "grade level youth." School districts and states started adding more "academic" classes and more "rigor." Congress, to sell *Common Core,* of course added more money for districts to adopt and implement the requirements. Again, wrong DECISION TRUTHS! *Common Core* has been a

disaster, yet so politically sold without research and histories, and without beneficial learning results, that it continues to be pushed without positive results. In California, in 2023, only 45% of the "third graders" scored at 3rd grade levels, yet such **failing**, not **learning** programs continue. Politicians and school people have tried to put the blame for lower test scores on Covid-19! Sadly, test scores were going down before Covid-19, but the solution: MORE OF THE SAME!

In the Golden Age of 20th century education in California, I was asked to share keynote addresses at three statewide conferences of the California School Boards Association (CSBA). Since the *Common Core* environment, I just tried to have an "office discussion" with officials at CSBA; they would not even talk with me. I told them that I was opposed to *Common Core* (which they had adopted), and that California should lead in changing the legislation. They said no; they did not want opposition. In the 1940s, California and New York were considered the leading states in education (true). Now California is in the bottom third... why? I also had the same response from the Association of California School Administrators (ACSA). Ironically, I had been a keynote speaker at several of their statewide conferences, and even written a book for them, at their request, on Year-Round Education. They too would not speak to me; they supported *Common Core*!

In the 1973-74 period, realizing a decline in California education had already begun, a statewide Commission representing all walks of involvement—teachers, PTAs, administrators, parents, legislators, all—was appointed and approved by the State Department of Education and the State Legislature. The Commission met and eventually produced the RISE REPORT: the Reform of Intermediate and Secondary Education. The state education department planned similar changes in elementary and early childhood programs. Politics once again raised the ugly head: RISE was never implemented. Likewise, in Minnesota, a leading state in education in the 70s, and the first state to adopt a Charter School Code, decline was evident. The governor appointed a commission to create a report which would lead Minnesota to the top again. It too, had representatives from all interests in education. This commission, like in California in prior years, produced a very significant report: A ROADMAP FOR TRANSFORMATIONAL CHANGE IN MINNESOTA EDUCATION (2020). There were no follow-up plans included for implementation. It too has been sitting on a few shelves. Even in 2023, colleges of education in the public and private universities in the state have done nothing to address the recommendations. Once

again, the ugly heads of politicians and school people (not educators—are there any?) to date have produced wrong DECISION TRUTHS!

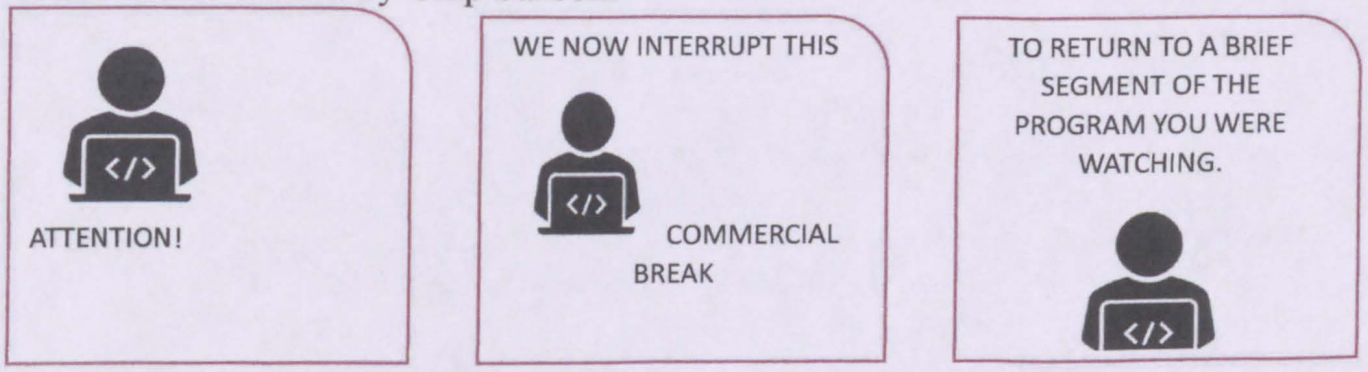
Over the years, there have been good politicians who have supported EDUCATION CHANGE. Already mentioned as examples: Hubert Humphrey, Walter Mondale, Lyndon Johnson, even Jerry Brown as Governor of California. However, the majority of politicians have only supported traditional schooling; they do not know education histories and research. They were successful in school and college; therefore it is the fault of the current students and teachers if education has declined. These politicians have resisted efforts to innovate. Look at all the successful people in our society: doctors, lawyers, entrepreneurs, space researchers—the long list! Besides, continuing what exists is much easier than battling for significant change; accept their paycheck and go home.

In related fields, politicians pretend (some do try) to make improvements. But examine the too often and usually awful television commercials. There are not supposed to be monopolies in the United States, but almost 100% of the time—even sports events, held off for a moment if someone is running for a touchdown—almost all the stations go on commercials at the same time. One can channel surf and can easily find ten popular stations all on commercials. At least 40 times a day, in 2023, one can find for months in a row the same Colonial Penn Insurance ad for only $9.95 a month—what are the three P's? Price, Price, Price. Other companies, of course, are just as bad. Sadly we are paying for one hour of news or programs, but we only get 30 minutes of what we want—sometimes 35. Not all stations should be allowed to cooperate with the advertisers to create 4-5 minute "breaks" every 4-5 minutes. The television and commercial products companies should be allowed to have commercials, if they are their survival. Many top anchors make six-million-dollar salaries, but the same time monopolies should not be permitted.

How does all this relate to education? Politicians just ignore what should be done; when they do consider the topic, they talk about the poor schools and low test scores, cost of college, but they refuse to consider "earthshaking" but better EDUCATION CHANGE! Chapter Eight, RINKY DINKS addresses this problem further. It is time for educators to openly challenge again, as we did in the Golden Age, the politicians and school people and school boards, preventing better learning opportunities for everyone.

Here is a beautiful example of how DECISION TRUTHS affect current schooling. The politicians do allow illegal monopolies by the television/commercial industries for the sake of MONEY! They make many poor education decisions related to tradition and money in their bid for re-election. Their decisions also relate to the unethical use of the number "9." Almost every product for sale ends in 9 to try to fool purchasers into believing that they are paying less. Watch TV again: the ads say only 299.99, 1.79, 19.99, 69, 373.99. Nine charities beg for our money; only $19.00 a month, only 63 cents a day. They use the same advertising company—money is not even sent directly to the charity headquarters—while many sports heroes earn 10 to 40 million dollars a year! In the "good old days," even during the Depression, gasoline was only 16.7 cents (not 16.99 cents), beans were 74 cents (not 69 or 79 cents). People/companies were over all more honest then. Yes, look at all the Global Dilemmas we discussed: homelessness, war, poverty, climate, water (now, add 9), **ethics**. Huge problems need better solutions, but for educators, could we at least start with EDUCATION CHANGE.

THE BORN LOSER: by Chip Sansom



FASCINATING DECISION TRUTHS

Examine the results of a **summer program experiment** conducted during the twentieth century Golden Age era by staff of Wayne State (Michigan) University.

Non-conforming secondary age youth from inner city Detroit neighborhood schools, who had failed a grade level and were to be retained another year, were given an opportunity to be promoted if they were evaluated as successful in this experiment—agreed to by the school district. Those who accepted this invitation were provided with transportation and meals.

The first day, the staff asked the "class" what they wanted to learn. The youth were smart: silence. After three days of boredom, one of the students blurted, "We want to learn about sex." Why? "We live in neighborhoods with drugs, pimps, prostitutes, and crime." Soon a flexible optional choice curriculum developed, involving topics from sociology, psychology, health, economics, science, politics, citizenship, law enforcement.

Some youth created written or oral journals (English); some painted street scenes (art); others traced crime and prostitution (history); others studied costs (math). Volunteer community members presented views and facts. The findings of the various investigations were interwoven interdependently and shared by the entire group. All "passed" and thus were promoted as promised. The students agreed to return to school in September.

Sadly, the Detroit district placed them into traditional curriculum and period 1, 2, 3 classes. Almost all eventually caused "discipline" problems; most dropped out. A summer MS degree intern who participated in the program and related well with these youth applied for a position with the school district. He had a degree in geography and previously spent two years in Africa with the Peace Corps. He was not hired; he had not taken "Methods of Teaching Social Studies in Secondary Schools."

Time for tears, anger, or action?

(Oral presentation at an ASCD conference by Morrel Clute, former education professor, Wayne State University)

Chapter Seven

Global Views

There are 64 Global Dilemmas—most of them national too. Create your own list; it may have a lower figure, or it may have a higher number: war, poverty, crime, greed, climate, hunger, immigration, homelessness, ocean pollution, dictators, racism, nuclear weapons, ethnic divides may be in your list. The World Future Society annually addressed their list of dilemmas.

These 64 must affect the school curriculum related to what students need to know, study, reflect, propose solutions for, as they progress, K-12. Futurists believe continued focus on traditional school subjects misses the mark. Most Education Astronauts urge that the school curriculum should start with three topics: air, water, food. They emphasize that one can live approximately five minutes without air, five days without water, five weeks without food. What else matters in the world of maths, histories, politics, test scores if the people and animals are all deceased from the lack of these three essentials? Are mandated courses in algebra and reading test scores really the priorities for learners in current schooling? Traditional superintendents claim they adhere to their Education Codes. These codes are wrong for most youth, but left unchallenged—Common Core!

Global educators know that the 64 dilemmas cannot be studied via segmented curriculum. Learning must be interdependent and progress in knowledge at learner levels of comprehension. What should we all do to try to improve toward solutions of the dilemmas. The evolving climate change is one good example. This does involve a global approach. China, India, NATO countries—all must participate. The United States must take a leadership role. Current science and math courses certainly would be involved, but through segmented classes, homework, and test scores to be able to enter M.I.T. is not the solution. Curriculum must be interdependent, not separated by school and college departments and courses.

In too many current high schools, the focus is on receiving an "A" in French, period one, an "A" in geometry period two, an "A" in English period three, an "A" in chemistry period four, a sandwich at lunch, and then an "A" in band period five, an "A" in history period six, and an "A" in physical education period seven. Is this pattern really the best way to learn of and create possible solutions to the 64 dilemmas? Instead, should not all such fields be merged into interdependent curriculum? Knowledge is NOT segmented; as we have been reminded over and over again, knowledge is INTERDEPENDENT! That is the reason high schools should not have period one, two, three schedules and science, math, English departments, or separated courses such as algebra or geometry, even if they can be done online and not period by period.

At the middle school level—still a junior high with just a different name in most districts—are the same high school periods, courses, departments the best way to address the global dilemmas? These youth also need to preserve the air, water, food supplies, if they are to live a healthy, safe 100 years. Should there not be "middle school" reform and a return to the true middle school design of the 60's/70's? In those designs, there were no report cards, separate departments, separate science classes or math requirements. Learners were allowed to grow, mature, focus on interests and passions, and yes, learn more about and address possible solutions to the global dilemmas.

At the elementary school level, is the best way to help early childhood youth—pre-K to grade 5—understand the home, community, country, globe through classrooms of 25-30 with one teacher via grade one, grade two, grade three promotions. Are "pullouts" for those awful remedial reading and math sessions the best way to prepare youth who may live to 100, if the globe can survive? Yes, young children still need skills in what we now call math, science, reading, but for what purpose—to make the school look good on those awful, impossible to exist 3rd/4th grade test scores? Should not the school curriculum be nongraded with interdependent learning. One way to accomplish this easily is described in Chapter Ten, Mankato Wilson. Understanding the value (or not) of frogs in Miss James' 3rd grade class (she likes science) may be of value and interest to some, not all, of her 25 youth. Unfortunately, the 25 in Mrs. Brown's 3rd grade class do not have the same experiences, for Mrs. Brown does not like science—especially handling live frogs—a lesson she avoids.

When will true educators demand a change from current schooling into better learning, and from segmented to interdependent curriculum, and to a program-wide concern for the global/national dilemmas? Yes, we have astronauts preparing to go to Mars. Yes, we have brilliant surgeons performing miraculous, life-saving surgery. Technology and artificial intelligence are exploding. But will all these skills and knowledges prevent another Germany of pre-World War II? As cited previously, Germany did have the best traditional schooling outcomes—the best scientists, engineers, surgeons, mathematicians, field marshals (Rommel), and the Age 10 Programs for those who failed the secondary school entrance exams.

This chapter closes with one reflection: this best schooling system did produce Auschwitz-Birkenau, Treblinka, Dachau, Buchenwald—the 20,000 concentration camps—and the extermination of over six million "undesirables." Is continuation of such brilliant schooling systems what is desired for the future? In 2023 terms, do we want more bombings/killings of civilians in Ukraine by the Russians, and efforts to beat the high test scores in China, or do we want life-long learning systems focused on improving/addressing the 64 global dilemmas, and what to do with such as Russia?

This chapter closes with one reflection:

"MY EYES SAW WHAT NO ONE ELSE SHOULD WITNESS:

GAS CHAMBERS BUILT BY LEARNED ENGINEERS,

CHILDREN POISONED BY EDUCATED PHYSICIANS

,

INFANTS KILLED BY TRAINED NURSES

,

WOMEN AND BABIES SHOT BY HIGH SCHOOL AND COLLEGE GRADUATES,

SO I AM SUSPICIOUS OF EDUCATION.

READING, WRITING, AND ARITHMETIC ARE IMPORTANT ONLY IF

THEY SERVE TO MAKE OUR CHILDREN MORE HUMAN."

... by a Holocaust Survivor

Global Responsibility

Declaration by UNESCO, November 10, 1997
Article Ten

"Education is an important instrument for the development of persons and societies. It should foster peace, justice, understanding, tolerance, equality, and health for the benefit of present and future generations... It is important to ensure... that present and future generations be able to enjoy full freedom of choice as to their political, economic, and social systems... and... that they be able to preserve their cultural and religious diversity."

A Mother's Letter to a Schoolmaster

"We, the State, have for a hundred years, gathered our children together in school, from all classes of society, upon a common ground, for a common purpose, and then have rested our case for a democratic education upon the self-satisfied assumption that this democracy of intent is sufficient, even final. We have allowed it to presuppose a democracy applied, practiced, and produced!

"We must be rid of this vanity. An honest analysis will show that the school as a democratic institution has progressed no further than a decree of compulsory attendance."

Rita Sherman
1923

Chapter Eight

Rinky Dinks

"Legislators Catch It," "Educator's Rage Is Contagious," "Police State Operation of Schools Rapped," "Glines, Legislators Trade Verbal Blows." Those were some of the headlines in Minnesota newspapers, January 22, 1970! These Thursday pronouncements were the result of my testimony before the Conservative Party-dominated joint Senate/House Education Committee of the Legislature on Wednesday January 21, 1970. This was 16 months after I took over at Wilson (Chapter Ten) when they accused me of breaking state education codes—which I was—for some of the codes were so bad that they had to be challenged.

Representative Rod Searle (Chair of the Education Committee and a C (Conservative Party—Republicans were too liberal) told the Wilson director that the terms "rinky-dinks," "outmoded," "archaic" will not sell a different educational system to State Legislators. Senator John Metcalf (also from the Conservative Party) angrily told Glines, "It might be a good thing for Minnesota to have a Wilson School. Something might come of it. But one thing you should have in your school is a course in Public Relations, and you should be the first to take it."

What brought these outbursts? I told them, "**I find myself in a perpetual state of outrage**," at the way school programs are dictated by poor legislators, and the refusal of school people to force the needed changes. From where did calling the Legislature "Rinky Dinks" arise? They were giving me a bad time. They were threatening to take away our state aid, for we were violating state education codes. They told me I was causing many problems in Minnesota. In my anger at the way I was treated—long delay the day of the hearing, and then being told to cut a requested three-hour testimony to 15 minutes—I shouted at them in an outburst from somewhere, "**We would not have these problems if you weren't such Rinky Dinks**." Yes!

One immediate issue I cited was the attendance legislation. For years (here, 1968-1970), Minnesota schools could not receive any state money during June, July, August. All attendance reporting had to be in early September and end in late May. I told them "That was crazy." We were going year-round—open twelve months a year. They said I could not; I told them I was going to "cheat" (yes). If a student attended school in July and took some vacation in January, I would mark him or her as attending the days in January, even though the actual attendance was in July. I challenged them to show me the RESEARCH that said students could not learn in July—thus schools should close—or the RESEARCH that proved students would suffer if they were on vacation in January. Of course, they could not!

After much debate, later in 1970 the Minnesota Legislature changed the attendance law from ADA (Average Daily Attendance) to ADM (Average Daily Membership). It made attendance accounting easier. How many students were officially enrolled October 1, and how many were enrolled May 1. The two figures were averaged and thus the state reimbursement per school per year. Simple, sensible—still the code in 2023. And guess what? It made year-round education legal in all schools in Minnesota if they desired to be open twelve months like Wilson.

Educators MUST fight poor legislation and poor legislators. Some are not "bad people"; they only know traditional schooling. They were successful in school and college, so why not everyone? Their solutions, unfortunately—"bad stuff" like Common Core—just give schools more money, create more curriculum requirements, and insist on passing tougher tests at various age levels.

Fortunately, not all Legislators are "bad" related to education issues. For example, in California in 1976, at the request of Senate Education Chair John Dunlap, who had heard one of my speeches, I wrote Education Codes 58500-58512 which required all school districts to offer Alternative Schools Options, perhaps based upon the Wilson School or any other design. It passed and was signed by Governor Jerry Brown. Back to Minnesota; based upon the influence of the Wilson School, the Minnesota Legislature, in 1991, passed the first Charter School Code in the nation. There were some great starts at Charters, but now, even in Minnesota, they are a great disappointment. The Charter School Organizations have failed their leadership roles—they accept the status quo. Yet, when the Minnesota Charter Code was passed, Dave Durenberger, one of the two U. S Senators from Minnesota, wrote

a long front page newspaper article, titled "The Nation Needs 1,000s of Wilsons." The Minnesota Code was based upon the success of Wilson (see Chapter Ten).

In California, in 1992, state senator and chair of the Senate Education Committee, Gary Hart, introduced the second Charter School legislation in the nation. He was told by me, and numerous others, that it was poorly written and badly needed revision. Unfortunately, he insisted on pushing ahead as a landmark accomplishment in his bid to become the next state governor. He was successful in passing the Charter Code, but unsuccessful in his bid for governor. As predicted, Charter Schools in California have been a tremendous disappointment. The Code has been amended seven times and it is still not good. Promotors in the early stages actually stole money from the state (true), using loopholes in the code at that time.

Where in California were the great EDUCATION CHANGE leaders (not school people) to oversee the potential value of Charters, correct the flaws in the Code, and create exciting, innovative experimental choice programs for all who wanted to escape traditional schooling. The teacher unions and the school boards opposed Charters; the latter in the first year required two-year application forms to discourage their growth. The code required that Charters be approved by the boards. The current results in California have proved they are no better than conventional schools. Most Charters are not very much different. They have just given some different groups the opportunity to have more of their own control. They usually have poor or incomplete facilities, they cannot offer full curriculum opportunities, have enrollment limits, and even the dreaded WAITING LISTS FOR LEARNING.

As verified, not all legislators are bad; they are not all "Rinky Dinks." Astronaut educators must find the good ones and work with them to create "Moon Schools"—for Innovation, Experimentation, Research, and Evaluation, as called for in the United States Congress passed ESEA Title III grants (1965). In spite of other "flaws," Lyndon Johnson was probably the greatest education President, as he allowed and supported innovation and positive changes. He graduated from Southwest Texas State Teachers College, not Harvard or Yale. He first taught in a low-income mostly Hispanic border school. Following are excerpts from positive education legislators in the 1970s to this author:

Hubert Humphrey wrote: *"Thank you for your support for the Minnesota Experimental City (MXC). I was in the forefront of getting this project off the ground*

and share your views with respect to its value for our state and the nation." (Remember, the MXC proposal was for a community of 250,000 residents, with no schools and colleges).

Walter Mondale wrote: *"I look forward to receiving your recommendations. I am pleased with the innovative programs at Wilson, especially your work with Indian education."*

George McGovern wrote: *"I assure you of my longstanding interest in education and in innovative procedures. I am encouraged that you are working with the Bureau of Indian Affairs on a reformation of education in BIA schools. This is very much needed."* (McGovern was more than aware of the poor condition of schooling on the Pine Ridge South Dakota Reservation).

Fine, three liberal Democratic senators; where are, for example, Republican U. S. House members? Good conservative members were interested in improving education too. Albert Quie, Minnesota Conservative, wrote: I certainly hope you can...get some action on Indian education. Your comments and suggestions for implementing year-round education certainly make sense."

Bill Frenzel, Congressional House member and Republican from Minnesota, wrote: "*I was told by your admirers in my district that you run the most exciting open school in the United States. I look forward to visiting. Could you provide me with reading materials to bring me up to speed on open schools."*

Some state governors have not been absent in the cause to change schools. Governor Russell Peterson of Delaware and chair of the conference wrote to invite me to be the presenter/resource person for the session on Expanding the School Year (YRE) during the annual National Governors' Conference, that year in Boston. *"The session will be chaired by a governor; the reaction panel to your presentation will include Chief State School officers, legislators, state leaders."*

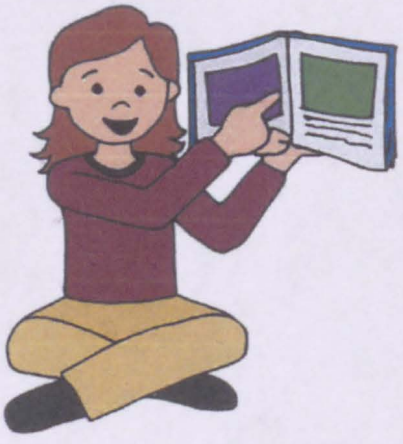
During this Golden Age period of the 70s in education, the key professional organizations were also involved as leaders in creating EDUCATION CHANGE. The two best were NASSP, led by the innovative leadership of Dr. J. Lloyd Trump, and ASCD led by Dr. Gordon Cawelti. Phi Delta Kappa, honor group of education leaders, was especially involved through their excellent journal editor Stanley Elam.

NAESP, led by Sam Sava, and AASA led by Bill Ellena, were all aware of and were promoting the need for better education programs in schools and colleges. The North Central Accrediting Association led the way for accrediting associations to move schooling toward better designs for learning.

Yet, today, most politicians are so involved with the divisive politics, and other global and national issues that education has received little attention. It is time to bring education to the forefront again, not with wrong solutions such as Common Core, but advanced innovative programs. Remember again, the exciting innovative programs from 1900 to 1990 had little to none of the technological advances of 2023 and beyond. Creators of research and innovation worked with IMAGINATION—they were the dreamers of the dreams. Now we are going to the moon again and on to Mars. Where are the Astronaut Educators to lead EDUCATION CHANGE. School people do not seem to be able even to eliminate an "F" on the report cards.

If politicians continue to get in the way of better learning opportunities, it will once again be time to label them—RINKY DINKS!

"*What is the use of a book,*"
thought Alice, *"without pictures or conversation?"* ...Lewis Carroll



State Departments and Superintendents of Schools were not to be forgotten either. Dr. Gordon Dietrich, Conservative Republican and State Superintendent in South Dakota, was great in support of innovation. Remember, I was under his jurisdiction for one-third of my salary, to be the State Innovation Consultant. Two years later, Don Barnhart (surprise, a Democrat!) won the election for State Superintendent; he had been the head of the state's Indian Education program. He called me to come be his Assistant State Superintendent. I would have accepted, except I could not leave Mankato Wilson in the midst of radical changing. I really liked South Dakota, and so much fun from 1967-1970. Now look at the politics in that state! What has happened? Wrong politicians and legislators. Even the great 1967 Brookings School District was sanctioned in 2023 for improprieties.

Then in California, Superintendent Wilson Riles personally hired me to be his futurist consultant, direct the state year-round program, and lead the implementation of secondary school reform. Things were great. I was invited to speak throughout the state—probably 200 keynotes. Then in 1978, "dirty turncoats" within the Department whom Riles trusted, supported Bill Hoenig, who later wanted to run for governor. If elected as superintendent, he would give the "turncoats" lead positions in the department. Hoenig was so bad, the courts found him guilty of fraud in his first term! I contributed damning evidence for his court trial. Thus, fine politicians and terrible politicians. California has suffered ever since; there have been no strong education leaders, only average politicians not aware of the history and research regarding EDUCATION CHANGE.

Remember, that to create
change, one must be between
trapezes—leave the old comfortable one while
reaching for the new exciting platform.

Chapter Nine

Once More

The coming Chapter Ten, *Mankato Wilson*, is a long chapter intended to document how one school abandoned traditional schooling and created their version of a Moon School by implementing 69 changes away from the past toward the future. It is detailed to try to provide insight into what might be done differently, and how, for those embarking on a journey into the Center for Imagination (Disney World). For those not ready yet to embark on such a voyage, they might only want to skim Chapter Ten. In Chapter Eleven, *How Now*, examples are provided of how Wilson-style changes can be achieved in a one-room schoolhouse, a school of 500, a school of 2000 to 4000 in very large bureaucratic districts. First though, this book cover promised insight into Reality, History, and Research. To add more Reality, 6 teachers and 150 students can create their version of EDUCATION CHANGE. For more History, I have found most in schools today do not know of the British Infant Schools, or the *Letter to a Teacher*. For more Research, results of efforts in England and Canada will be cited. We will start with a small group of teachers who decided they would like to become Astronauts.

These six K-5 elementary school teachers did have 150 youth, 25 per class. They were told they needed to become "nongraded," but how? Drop the concept of K-1-2-3-4-5 classrooms. Now they have six empty classrooms and six teachers—perhaps eight, if one left and they hired three "Teacher Associates"—perhaps with a two-year community college degree. They usually are great and create a 1-18 student staff ratio rather than 1-25. Then they were asked: how are you going to help 150 youth learn with 6-8 adults and six rooms? These teachers work as a team; they are not responsible for teaching 14 subjects in one classroom with 25 desks. Maybe all 6 staff want to continue teaching reading; they all think they are good at that. Learners can work on reading with the best personality match, materials, and environment. But suppose one of the six is super at science, but two are not. Those two do not teach science—the great one does for all 150. But perhaps the science

teacher does not like music, but three of them do, so the one does not teach music to the 150, but the three with those passions do! Everyone is better, for they can concentrate on their delights; the students are benefitted by having the super teachers in their areas of strength.

The six rooms can be outfitted with better facilities. Maybe one has great science equipment, maybe one has all the art materials. There is a room for rugs on the floor and pillows, or small chairs. Do all like to teach physical education—especially in cold Minnesota—usually not. Therefore, which staff are going to lead in P.E.—maybe a teacher associate if those wonderful assets are employed. Of course, the other important change is to create interdependent curriculum, not segmented courses. Teams do team planning. They might choose for a week (more or less) to have a theme of climate change. The 6-8 staff, as much as possible, bring discussions of climate into their planning—a beginning example of how to strive for interdependency. Working together, better student-teacher personality matches can be achieved; teachers improve, and students benefit.

On to more history. A great illustration for "just doing it" can be drawn from World War II in London. Many students and teachers spent considerable time in bomb shelters without books, desks, supplies. After the war, evaluations of these youth to see how much they were "behind" were conducted; the results were more than surprising. They demonstrated high test scores; many exceeded those of pre-war students who had been in traditional classrooms. Wartime teachers had to Imagineer; they often had to "teach" students without all the classroom crutches!

This surprising success led to the exciting British Infant Schools, where as one variation, one teacher had 40 K-2/3 students (there was a teacher shortage after the war) for three years. The room was arranged with "stations," with materials appropriate for each, such as the art corner/station, the math corner/station, the reading station, the shop station, the science station, the physical education station. Students rotated during the days so all could work where needed or desired. There was a "teacher station" near the door. She/he could leave for a short period and the learning carried on—they hardly knew she/he was not there. Older youth helped younger: 2's helped 1's, 1's helped K's, yes K's could help 2's if the K, for example, was talented in art, and the 2 was not. Kinders were allowed into school the day they turned 5, in any month. They did not have to wait for "next year." The teacher did not have to have 40 "wet pants" all at once. In today's world, with all the pre-K,

early childhood programs, most come "trained," but not back then. Some youth may spend only 2 ½ years in the three-year program; others could spend 3 ½ years—both depending upon when they entered and the progress they made after entering. The Infant Schools pioneered new curriculum too. The great ITA reading program often exploded in one of these settings.

If one wonders how these were so successful during the re-constructing of Britain after the war, innovation was prevalent. What happened to the British Infant Schools? Eventually good old politics took over. The Ministry of Education again became all powerful and forced all schools into conformity. Lost was the famous pronouncement by Edmond Holmes in 1913. He had been Minister of Education for nearly 30 years, enforcing conventional education. He began to realize the approaches were not working. He resigned and wrote: "Uniformity is just plain bad education… Conscription-based learning and uniform curriculum imposed by adults on children is an affront to learning." (History: now you see where author Don learned of his crazy notions—Holmes was 1913!)

There was a re-birth in England during the Golden Age. The wonderful Dr. Roland Meighan, director of Education Heretics Press led the way through PEN (Centre for Personalized Education). Leading with him was Simon Nicholson, director of the first Open University, and who was also head of the Oxford Research Centre. The Golden Age spread to Canada too: Dr. J. Orrison Burgess, University of Regina; Dr. Bernard Hoffman, Future Education Studies, Ottawa; Dr. Jack Miller, Ontario Institute for Education, Toronto, and--! I was privileged to present 25 major keynote addresses throughout Canada during this Golden Age period. If one wants to create EDUCATION CHANGE, history and research are so important. So what happened in England and Canada? Politics, as in the United States, reared its ugly head, and forced programs into the dark ages again. Where were the EDUCATORS to stop this from happening?

One wonders how teachers in programs as the British Infant School with usually 40 students survived. Remember that during the Depression years of the 30s and 40s, when money for teachers was short, large classes were common. In many K-8 schools sponsored by the neighborhood Catholic Church, the classes were often 40-45, all taught by the nuns of the traditional church order. These schools were strict, uniforms required; many students were highly successful related to test scores, but for many, only if there was the right nun/teacher match most of the time.

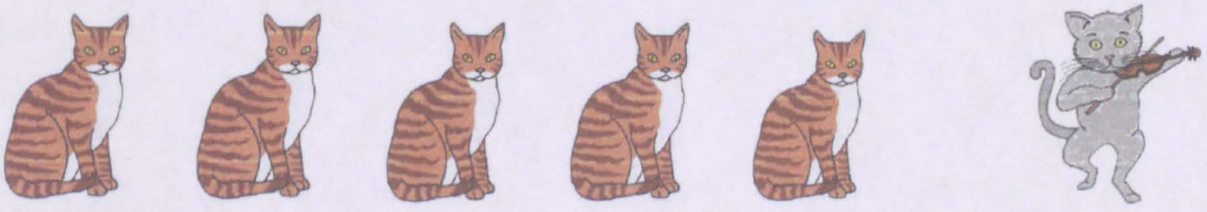
This brings us to *Letter to a Teacher* by the *School Boys of Barbiana* (1970), with an accompanying pronouncement that "school is a war against the poor." The story is simple but sad. The boys in this case in Italy went to a traditional small village school until the 10+ exams. They failed those, and in their community were not allowed to continue school—only those who passed the 10+ exams could go on to the secondary school. Frustrated, but lucky, they found a priest in nearby Barbiana who volunteered to help; these eight boys wanted more school. The priest "taught them" in a non-classroom, minimal setting. The priest determined they had passed all the requirements and therefore asked the State for their diplomas so they could continue their education. The State refused, but finally allowed the boys to re-take the tests. They passed with flying colors. The message in their *Letter to a Teacher* asked, "Why could you not teach us, why did you fail us, why did you push us out of school?"

In the United States today, look at all the D, F report card markings, the "below grade-level" test scores, all the remedial reading classes, the dropout and discipline problems. Again, do current schools need EDUCATION CHANGE? How? "Just do it!" Yes, creating change can be difficult. Traditional politicians and parents/school boards control/prevent change, unless they approve, like requiring algebra or 3rd grade comparative testing. The efforts to create—and sustain—such as magnet schools, better Bureau of Indian Affairs Schools, educational alternatives programs, improve Continuation Schools, overhaul the college admission process, adopt year-round personalized continuous learning, fine arts schools, have all sparked, and then the flame has gone out, except for a few small successful alternative programs in private or non-public schools. The STEM programs are unnecessary. If a program is personalized, STEM level students can do much more, better than in a group-paced class; these are "A" students. Can change really occur quickly? The recent collapse of the freeway in Pennsylvania is proof. On first assessment, projections were that it would take months to have it re-opened. Pulling together, the "months" of repairs were completed in 12 days. Everyone said, yes, we must do it!

Teacher Unions could help; they claim to be for learners. They demand more pay, smaller classes, shorter hours. Fine, but these do nothing for the youth. Life is better for the teachers—which is great—but do these benefits create innovative better schools for the youth. Unions opposed such attempts as Charter Schools instead of working with the legislature and community to make them better—to fit

into the district system as ONE! Unfortunately, most unions have acted like school people; they have allowed algebra to be required (wrong) and remedial reading to exist. I am not opposed to unions; I have been a member and appreciated the benefits. For my first job, I had to negotiate my salary alone; the district had no bargaining unit. Unions just need to relax—really adding true concerns for the youth by supporting diversity while they improve the working conditions for their members. Unions need to allow and support volunteer Education Astronauts to reflect this need:

"In a World Full of Copycats, Be an Original!"



Schoolmaster to Peter:
Don't you want to come to school young man?
Peter to Schoolmaster:
No, sir, thank you...you see, I'm so busy.

... Rita Sherman, Educator

My Grandmother wanted me to have an education, so she kept me out of school.

...Margaret Mead, Sociologist

How Wilson Assists the Blue Earth County Juvenile Court

...by Joe Kubicek, Probation Officer
Blue Earth County, Mankato Minnesota
1976

Wilson Campus School has been of incalculable value to the Blue Earth County Juvenile Court. The Probation Department has found that certain youth, largely through no fault of their own, do not fit into the conventional school programs; very often they have been battered emotionally.

It is extremely difficult for a person who has been raised in a home wherein the "normal" upbringing occurs, to see and understand the inner feelings of many of these youth. The difficult cases very often, as many social workers can attest, come from homes within which emotional turmoil reigns, resulting in varying degrees of disrupted lives.

We believe that Wilson Campus School provides the emotional, as well as the educational atmosphere, most conducive to healing as well as learning—a therapeutic climate—in addition to the conventional educational benefits. I do not know what we would do, in our efforts to assist these youth to reconstruct their futures without this resource in our community.

Chapter Ten

Mankato Wilson

"Nothing Too Far Out at Wilson," "Wilson Most Innovative School," "Wilson Goes Twelve Months," "A Dream Comes to Life: Education and Ecstasy," "Wilson Director, Vice-President for Heresy," *Creating Humane Schools: A Book on How to Do It!*

These were some of the published headlines that brought nearly one thousand visitors a year to observe the Wilson Campus School and Mankato State College[9] from 1968-1977. Where: to some such place as Man-ha-to, Minnesota, located one thousand miles north of Dallas, and 40 miles east of Sleepy Eye. These headlines also led to invitations for the director to present nearly one thousand keynote speeches and workshops, in most of the United States and Canada, and in Mexico and several overseas locations.

The irony was that Wilson was not innovative, and the director (Dr. Don Glines) and the staff were not innovators. The school just put in place the education research and innovation history from 1900 to 1960. These documents established how education/schools/colleges should function. Wilson rejected most of the traditional schooling practices, thus being labeled in numerous reviews as "the most innovative public school in America." At that time, the staff of Wilson were "Education Astronauts," and Wilson was an "Education Space Capsule."

I, and the Mankato Wilson staff were not the first, nor the only EDUCATION ASTRONAUTS. Again, to name but a few: William Wirt—1907, Carleton Washburn—1917, Helen Dalton—1922, Henri Weber—1927, Ralph Tyler—1936, John Goodlad—1959, Robert Anderson—1959.

---

[9] Now Minnesota State University, Mankato

Leading into, and most of the Golden Age, the great Dr. J. Lloyd Trump (no relation) was number one. He was accompanied by many: John Lounsbury, Roland Meighan, Gordon Cawelti, John Holt, William VanTil, Evelyn Carswell, Edward Pino, Dwight Allen, Ronald Barnes, and, and—the list could continue. The difference, related to the staff at Mankato Wilson, is that by implementing all 69 documented changes away from traditional toward innovation, Wilson did more all at once than most any other non-traditional program. It was considered the leading Space Capsule of its time, not only in theory, but in demonstrating to others how to create their own Space Capsules. Part of the drama involved was the fact that Wilson literally did make 69 changes "overnight"—yes!

Prior to July 1, 1968, Wilson was a good, but very traditional laboratory school for the then Mankato State College—originally Mankato Teachers College. It was to function to help prepare teachers for "regular schools." Wilson was basically a neighborhood school. Parents in the area could have their youth attend Wilson (space permitting), which had both elementary and secondary "wings"—connected by the office complex; they could attend the "regular" Mankato District 77 K-12 schools. Wilson was not an elite campus school primarily for college faculty youth and the "above average" youth in the district, as many of the college lab schools were in those days. Fortunately, Wilson had some very excellent teachers, and a fine new building (1959) which replaced the old, old structure of the past.

I (Don Glines) was not a popular choice when I was hired. The majority of the faculty who had a whiff of my plans told the college administration, NO, to hiring me. But the then excellent college president, James Nickerson, and the fine Vice-Presidents—Kent Alm, Brendan McDonald, and Merlin Duncan were trying to create a more innovative college. They saw the campus school as a way to begin, for if successful, it would force changes in the School of Education, and if successful there, would begin to force changes in other college departments and programs.

Wilson operated as a true public school. The funds from the state went to District 77, which were then passed on to the college, based upon the student enrollment. The district was willing to cooperate, for at that time, their leaders knew they were short of space. The college augmented the program by providing the building, the salary of the director (full professor rank), and the electricity and heating. In spite of the harsh, humid summers, and though a newer building, Wilson was not air-conditioned. When we went year-round, we operated on Haiti hours,

where I had been the director. It was so hot all year round that our school hours were 7:00 to 12:30. At Wilson then, we operated our summer hours 7:00 to 12:30—building was not too hot until 1:00 PM—and winter hours 9:00 to 3:00. We used the same formula in California in the hot/cold areas when I was the state director for year-round education.

Back to Minnesota. The college administration did not fully understand what I had in mind when I was hired, but change the lab school. I accepted the offer, for it gave me a chance to put together all 69 changes in one school. In previous positions, when I was not "number one," we implemented many of the changes, but more in a piece-meal method. Of the 69 changes at Wilson, the first one was accomplished the first day in 15 minutes.

At 8:00 AM, July 1, 1968, I arrived at Wilson for my first day under contract—as the "boss." As I crossed the threshold, I could not believe what I heard. A loud bell rang; could anyone believe bells ringing in 1968—especially after NASSP in 1960 had produced a video tape titled "And No Bells Ring." I asked the new secretary whom I had not met how to turn off the bells. She did not know, but called the custodian. When I convinced him I wanted the bells off—I would take the responsibility for cutting the wires, he said, "No problem—just flip the switch." He showed me where, and I did it. The school had installed a new bell system the previous year. Never did a bell ring again, though the system could still be used for emergencies, such as for a fire warning. Thus in 15 minutes, by 8:15 AM my first day, change #1 of the 69 was completed.

I did make one mistake in the first month of school. Along with the new bell system, a new school-wide loudspeaker system had been installed. In the early days, after the students had arrived, I used it too much, thinking my "announcements" would help explain many of the changes. Suddenly the "knowing faculty" put a sign on it: "Do not open until Xmas." Fortunately, I got the message. It too was never used again, but could still be used for emergencies—or a special need. Change in schools is really easy—JUST DO IT!

As you might imagine, I was not very popular with the traditionalist faculty and parents. There was a petition out to have me fired. I told the originators, okay do it, but do it now. I would be glad to have a one-year long (my valid contract) vacation paid for by the state of Minnesota (public school funds). I survived!

Change #2 was also completed July 1, 1968, the first day before students/teachers arrived in September. We were not year-round until into the year. Prior to my arrival at Wilson, the enrollment was only 450: 25 per class K-6 and 50 per class grades 7-12. In discussing the enrollment with the secretary while getting to know her better, I learned there was a waiting list of 150 youth. I could not believe it. Can you imagine: A Waiting List for Learning? How awful, plus there was a lottery for learning if there happened to be openings in certain grades—how extra awful. I asked the secretary to type the letter I would write immediately, and mail it to all the families on the waiting list, stating that they had been accepted. If they still were interested in Wilson, please let us know and then report September 5 (opening day), or before if you desire to know more of our plans for the year. Those faculty who caught wind of this were "flabbergasted." How could we possibly handle 150 more students—or from 450 to 600 enrollment—with no additional faculty, funds, facilities. Change #2 of our planned 69 was also accomplished that first day. We "just did it."

Further, July 1, still my first day, change #3 occurred. Four secondary teachers who had worked a short June "summer school" program were in the office complex. We met; they told me they were so pleased. They had just finished the grades 7-12 master schedule for the coming year. I only had to decide on one conflict (the previous administrator had left in May; they were doing his job to be ready for me). I said thank you very much for this work; is this the only copy? They said yes! I then said I do appreciate all your work, but I am going to do this; I tore up the schedule and put it in the wastebasket. Of course, they were stunned! Finally, they asked, "...but what do we do when the students arrive, or would I create a different schedule." No. I said we will let the learners "window shop" for two to three weeks to decide what they want to study and with whom. Some of our learners are new; some of our staff are new. How do we know now what they want to learn and with whom. Many of the learners and staff were returning. These students could start on projects that first day if they knew what and with whom. This change #3—no schedule—was achieved also that first day. We were headed toward a personalized schedule for all students and faculty, year-round. The first year we did build a minimal daily flexible schedule to help all learners plan for themselves for a school where the schedule was not assigned for the year.

Change #4 of the 69 was also begun that first day. The elementary classrooms all had 25 desks facing the chalkboard and the teacher. I called the custodians and asked them to please put most all the desks in the basement (fortunately, we had a large one), including most of the desks in the former secondary wing—the two wings were now to be one—everybody everywhere. Also, put all the classroom sets of textbooks in the basement too! We sat on the floor, on donated easy chairs and couches, started some carpeting, and a few desks were left here and there. We wanted to create a friendly home-style environment.

A 5th change, announced that first day (yes, these are easy mechanical changes—the more difficult learning decisions will be presented soon) was the elimination of the fairly strict "dress code." Girls had to wear skirts below the knee, or appropriate winter clothes in snow season. Boys had to wear long pants with no holes. Faculty men all wore ties except for such as shop and physical education. Women wore "pantsuits" when working on the floor with kinders. I made another mistake; someone (director?) had to check for skirts below the knee. What craziness is that?

Yes, the first days of school, the older youth challenged us. Numerous girls came dressed in "not beautiful" shorts and bare feet. Some boys came with old shorts or "holy pants." I said nothing. Eventually I asked the girls if they had a chance to wash their feet—"giggly responses from them." Later I asked if they went barefooted all day at home or when they went shopping? Finally, I asked them if Mom went barefooted when she went shopping, and was this the way the family dressed at home?

The students soon realized I was on their side and changed. Ironically, when visitors came, they were surprised and astonished! They had expected an "alternative school" to be fitted with misfit clothing and the building to be "dirty." But wait; visitors immediately commented this was the best dressed student body they had seen—and no dress code, and they were amazed at the very clean building—no graffiti, and clean restrooms as example. Related, I wore a tie every day, as did most of the men; the women wore nice dresses or attractive pantsuits. The lessons learned from changes 1, 2, 3, 4, 5—all completed or announced that first day—are that PATIENCE is required in achieving the goals.

Also, those first few days we began converting the cafeteria into a college "student union." We removed all the bench seats and installed comfortable small round tables of various sizes. Students, as in college, could enjoy this environment any time during the day to relax, play cards, or eat. We established all day (7:00 to 4:00) food service, for we knew nutrition was extremely important and we did not know when the learner might be hungry or need a break. Good food and drinks were available all day. There were certain hours for hot dishes, as we had only one cook/student union director. Many parents volunteered, as well as students. Further, often faculty were nearby if a problem did occur.

We paid the food director. Students who could afford to pay, did. The less fortunate had reduced or no cost. Students "purchased" food booklets from the office, so all looked the same. As you might imagine, the Student Union was filled often throughout the day. Related to this, Wilson had an open campus. Students could go home and return, if feasible, throughout the day, year—with parent permission. Minnesota required 170 days of school. Most all Wilson youth far exceeded this requirement. They enjoyed their studies and friends.

Moving beyond the simplicity—bells, waiting lists, desks, dress code, student union—perhaps the most profound change of all 69 was the elimination of the traditional school counselor staff and roles and the creation of the ADVISOR SYSTEM. I believed that "counselors" were usually ineffective; those who were of value were often overwhelmed. In large high schools—perhaps an enrollment of 1800, because of budget issues there are often only two counselors—a 1-900 ratio. In my own three years of high school, I never met with "my counselor." The Wilson Advisor System created an approximate 1-20 ratio, not 1-900. For youngsters, a 4-T program was also created: "A Teacher To Talk To."

In creating an Advisor System, the quality of staff does play a significant role. When I took over at Wilson, we had the usual staff quality of most schools: some very excellent with youth, some good, but as suspected, some "not so good." My first year I fired four non-tenured staff, and had to create new roles for those on tenure—often for humane reasons, such as near retirement or family needs. This diverse quality of staff, from the student perspective, also affects the creation of the Advisor System. As you would surmise, some staff were very popular, some "okay," and some not desired. The custodians, secretaries, media staff—all—could be selected, for the key was the relationship with students.

In the beginning, in choosing their Advisor, the learners were told to select the one they most "loved," with whom they wanted to share their dreams and realities. The learners were told to list in order choices 1, 2, 3. We told them we could not guarantee the 1st choice for everyone. Fortunately, we seldom had to rely on 3rd choice. (Later you will see when further changes were made, almost all received their 1st choice). Instead of a 1-900 ratio, or the 1-450/600 previously at Wilson, we were able to reach a 1-20 ratio. Returning students and staff knew each other, but what of new youth and adults—including pre-K and Kinders? We told the learner to "window shop" for the first three weeks—to find their best match. Meanwhile, we assigned everyone, temporarily, to a staff member to contact if they needed assistance. Entering Kinders were assigned to our very best early childhood specialists. Again, as you might expect, the popular staff were overwhelmed—one received 58 1st choices, while three staff members received "0" 1st, 2nd, or 3rd choices. Fortunately, by the third year, all staff had a "full load" of 18-20 learners, and most of the youth did have their first choice—the result of resurrecting staff careers by changing their roles.

I had decided that the most important task for a staff member was not that of being a teacher, but that of being an advisor. We had told the learners to select the one they most loved as a teacher, parent, friend. Therefore, initially, to the staff member who received 58 1st choices we said "thanks for being so great," but here is your load. We did give that person extra help in terms of our graduate intern program and full-time, full-year undergraduate teacher majors, who learned "to teach by teaching and advising." Because they were full-time, students could choose them too Sometimes it takes a while to iron out the "kinks" when implementing major changes, but it is worth the discomfort. In our view, for Wilson, the Advisor System played a major role in successful EDUCATION CHANGE.

To further understand the Wilson philosophy and some of the 69 changes (not all can be detailed in this long chapter), one "good" staff member happened to meet me in the hall (where good administrators should be—not behind a desk) with at first a "dilemma." She was on her way to meet with her small group of ten for a topic discussion. However, at that moment, one of her advisees had a serious need. She asked: what should I do? I said, "You know what to do!" She said yes and went with her advisee. The "one" was more important than the group, when the choice was

being a group teacher or a personal advisor. The staff roles at Wilson had changed from being a "sage-on-the-stage" to a "guide by the side."

Here is a further illustration of changing staff roles. One older, former elementary grade teacher in the prior Wilson was on tenure and near retirement. However, she was very unpopular with the students—and even most of the staff. For both the 1st and 2nd years of implementing the Advisor System, she received zero 1st, 2nd, or 3rd choices. We had eliminated individual classrooms where possible, either by taking out a wall or cutting arches in the loadbearing walls to create suites. This was easy—creating the arch. A maintenance person knocked an arch through the wall in the morning; in the afternoon he returned to smooth and patch it—now a "suite" in one day—or at most two—at no expense except for the few materials needed and his days of work—another of the 69 changes, knocking out walls to create space for different purposes.

What to do with this unpopular, resistant former classroom teacher. Suddenly an idea clicked! Ironically, she was an excellent writer/author. She had published a number of books for younger readers. I decided to make her the all-school "writing teacher." Instead of knocking out a wall, I put in a folding wall and gave her half a room—just hers—and created the Writing Center. It was her space, with which to do what she wanted. I told all the staff that if they had advisees who needed help with writing (including high school seniors and college-bound) to send them to the Writing Center, now decorated with great posters, pictures, paintings, and shelves of books and materials for writing. This teacher was in her glory. Previously she had been "forced" to work with a team of teachers with younger students who the team assigned to her for short periods. Eventually, most all Wilson students came to the Writing Center, for they found she really could help them. She became popular—soon had a full load of advisees. When she retired, she had an article published in the local paper (the editor had been contacted) titled "It Is Hard to Leave Wilson."

Another unpopular but tenured staff member—a former music person in the prior Wilson—was another with zero advisees. Our early childhood team—all staff worked with all ages K-12, but we had special men and women to be sure Kinders were doing well—remember, Wilson was labeled the "cradle to grave school" by the *Christian Science Monitor* newspaper—but the staff spending most time with the younger folks needed help. I assigned this unpopular music person to the "team." They gave him meaningful assignments which he loved: find a "horse person" to

come dressed as a cowboy to talk with the "kids" about horses. Then prepare and teach the youngsters horse/cowboy songs, such as "He always sings... Ragtime Cowboy Joe." This was great for him, the staff, the youngsters. We saved a tenure fight; his family had health problems and he needed the job—and as it turned out, we needed him, but in a different role!

WHY SUCH LONG ILLUSTRATIONS OF A FEW OF THE CHANGES AT WILSON? THERE WILL BE MORE, BUT NOT ALL 69. THE HOPE IS THAT EDUCATORS CONSIDERING EDUCATION CHANGE WILL UNDERSTAND THAT IT IS EASY TO ABANDON TRADITIONAL SCHOOLING FORMATS; IT DOES REQUIRE LETTING GO OF THE OLD TRAPEZE WHILE REACHING FOR THE NEW ONE. THERE WILL BE THAT EXCITING BUT SCARY TIME BETWEEN TRAPEZES!

Fortunately, when I arrived at Wilson, there were three older, excellent staff members who ironically all started their teaching careers in one-room K-12 schoolhouses for 15-30 youth in Northern Minnesota. One day they came to me and said, "Don, now we understand; you just want to create a one-room school for 600 rather than 20." I, of course, said yes! They became the astronauts leading to Wilson becoming a Space Capsule. This same one-room school concept can be created in schools of 2000, 3000, 4000 enrollment. TRUE: it just takes a change in learning philosophy.

We did try to change "most everything" at Wilson to see if we could, or whether we had to revert to some traditions. For example, in the traditional Wilson, we had special education youth and a "Special Ed" teacher (she was good). Unfortunately, some of the older students referred to the headquarters as the "dummy room." We had purchased a Heinz Variety of "57" animals—monkeys, boa constrictor, chinchillas, guinea pigs, and, and... We eliminated the special education program, for in our Wilson format most of them could do well in many things—in their areas of strengths. We had a room of regular special ed youth, plus the wheelchair users, for we were one-story. The most challenging were in other District 77 programs. We did keep the Special Ed room for those needing a "home" sometime during the day, for medicines. An adult was always there; if not the teacher, a college graduate or undergraduate Special Ed major. To change the image of the room, we put JoJo and Pepe, our two Capuchin monkeys, in that space. Suddenly most all the students stopped in each day to say hello to them and visit the "monkey room." Such

a simple change created an entirely different environment. We wanted to be sure our special education students were treated as equals. They were; all were part of the school community, but if they needed help, there were other students to assist them.

Moving to another of our 69 changes, we eliminated all course requirements, even in areas mandated by the state for a Minnesota diploma. Curriculum choices by the students were completely personalized. What and how did the learner want to learn in a given area of interest, or need, or "math requirements." We followed the same procedures in picking study areas and teachers as we did for the Advisor System. For the first three weeks, or the first day if a student knew what he/she wanted to study and with whom, we told the youth to "window-shop" again. Explore all the curriculum areas of interest and/or need, and with what staff members. We had many highly qualified staff—in fact three eventually while at Wilson earned doctorates: one in chemistry, one in biology, one in history. Most of the tenured staff had master degrees. However, staff could help (teach) learners in any area they felt qualified. For example, if the certified teacher of Spanish also had strong abilities in art—a hobby, passion—he/she could "teach art"—work with students who had art interests. Perhaps the student did not care for the "art teacher," or the Spanish teacher had a special talent in an area of art. Any "art credit" was approved by the certified art teacher.

Before proceeding further with curriculum, a deviation to another of our 69 changes. We established an internship program with the then Mankato State College to award B.S., M.S., and Education Specialist degrees, approved by the North Central Accrediting Association. The graduate interns were paid (in those days) $3500 for the year—giving us three interns for the salary of one teacher. They taught a full load and were part of the "regular staff." They received graduate course credit for the work they did at Wilson to complete their degree requirements. They took some night classes at the college and worked on their thesis requirements in their "spare time."—usually weekends. The program was most successful. We hired many of them for Wilson when we had an opening. They received credit for a full year of teaching and a partial salary.

We also eliminated the traditional "student teachers" program—previously at Wilson on perhaps a M-W-F schedule for a period of time. Future teachers came to us as full-time staff members for the year. They were "regular staff." They did not take any education classes at the college. They worked with our accredited staff

members; for example, a home economics major worked in the "home ec" program with an accredited teacher. These graduate and undergraduate programs were great. They gave the college student an option—working at Wilson rather than sitting in a classroom—and gave Wilson wonderful additions to our staff—and further options for learning with whom. The college students still paid their tuitions to the college, so there was no loss to that institution—and for the college staff member perhaps a smaller class—but still, a teaching class for the professor.

Before returning to the mechanics of how we personalized curriculum, a related example here demonstrates our philosophy. One day a small group of learners came to me to ask if they could study taxidermy—never before taught at Wilson. Traditional schools would need a qualified taxidermy teacher and 30 students to justify that program. At Wilson, I said yes, if we can find a taxidermist in town who would volunteer to help them learn taxidermy. The students said no, we can learn it here. They had discovered that our head custodian was a licensed taxidermist. He was working at Wilson until he would be able to open his full-time shop. I said "Great—go for it." The students learned about taxidermy from a non-college graduate and a non-certified teacher. They were given "credit" (no real credit—we abandoned that folly—just listed taxidermy on the individual transcript) by the certified biology teacher. If any doubters had any concern about what the student had learned, just ask him to "stuff the bird." If he could, he was a taxidermist. If not able to, he was not a taxidermist—as one would evaluate learning in any traditional class—either you can or cannot. Here was another example of the Wilson philosophy; everyone was a teacher, everyone was a learner. The school secretary could help the student learn to type if the student had a conflict with the "typing teacher" or just liked working 1-1 with the secretary. She was certainly qualified to help the learner type, and in those days, great at shorthand. Again, "credit" was certified by the "business teacher."

At Wilson, the students did create their own learning programs. There were no required classes—or even offered—such as algebra or reading. However, students were expected to know some math, science, history, reading—the areas usually required in traditional schools—plus elective choices. Curriculum at Wilson was interdependent, not segmented. Staff worked as teams to create interdependency. High school youth planning to go to the university to major in engineering did not have to take separate courses as in algebra, geometry, trig, calculus, and! These were all woven together as "one course," learned at the speed and desire of the student.

We learned that most M I T, Caltech interested youth could learn algebra in six-eight weeks, so why spend 36 weeks in a 55-minute period 2 algebra class as in most traditional schools—though more and more are offering on-line learning time spans—but recall, we were before computers. Remember, Thomas Huxley in 1890 sparked the conversation that knowledge is really interdependent, and therefore there should not be segmented courses. These advanced math students integrated their math with other "subjects" as with the sciences, design, building, playgrounds—all possibilities. We had students learn 6 years of traditional math in 4 years. They were able to enter the University of Minnesota Engineering School enrolling in college level junior/senior math classes. We had so many students taking college courses—not Advanced Placement—while still in high school that numbers entered college at the sophomore level—a few even as juniors, therefore skipping a freshman year and needing 2-3 years of college, not 4. In the "elementary grades," students started "math" when ready, and combined it with other related programs, such as our fine K-12 Industrial Arts program at their level of abilities and desires. They learned "math"—yes, we had traditional school "remedial math" students but no remedial math classes. Shop is really important for many K-6 youth—boys and girls.

Now, return to our advanced "math students." One day a group of eight teachers/administrators came to visit all day (all day visits were usually "required" to fully comprehend how Wilson worked). Our first book on Wilson, *Creating Humane Schools*, sold out the first printing—later expanded and updated—for visitors bought them to digest our effort. On this particular day, I was giving visitors their initial tour of the building. We arrived at the Industrial Arts complex and saw a group of Wilson students (boys and girls) building a real, tall, two-room house—big enough to enter and live! The students were in "carpenter clothes." The visitors asked if they were learning to be carpenters. No, came the reply; we are going to engineering programs. Then why are you in shop, the visitors asked. The response: we know we can design this structure on paper, but will it stand up—so we decided to build. How long have you been working on the project today? Since we arrived; we will be here all day. How long have you been working on this building, visitors asked. Oh, this is our third week. But how can you? What about other classes like Spanish, English, art? Oh, we will get back to them when we finish the house. The visitors were astonished; they were so familiar with the period 1, 2, 3 schedules, where they might spend 55 minutes in a shop class. But at Wilson, such schedules were ridiculous! Why hustle to shop, put on shop garments, work for 40 minutes,

clean up, and run to the next class. In personalizing learning, students do create their own daily plans.

On another day, some students—a mixture of "8th to 10th grades"—asked me if they could study Dream Reality. I said, "What is that? I had never heard of such a class in K-12 schools. They had read an article and somehow became interested. I said yes, but we have no "teacher" for that topic. Can we find one, they asked. I said yes, if you can. They went to one of our best, popular, flexible staff members and asked him if he would be their guide. He said, "Yes, but I know little about the topic; can I learn with you?" All "classes" at Wilson usually were only 8-10 students—the best size for group interaction. There were large groups as in a musical, or to see a special film. There were no classrooms with 30 desks.

The students began the class, DREAM REALITY. They found interests varied among the group. Some were interested in dreams as in science—what creates "dreams in our brains"; others were interested in social studies dreams, as in the famous "I Have a Dream" speech; still others were interested in an English class approach, such as what Alfred, Lord Tennyson meant when he wrote: "May there be no moaning of the bar when I put out to sea." They each "studied" when they could find resources on their own, or in small groups of 2-3. They met with the group of 10 when desired. Shall we meet next week, perhaps Tuesday, 10:00 to 12:00. Yes, the group scheduled themselves. When they met, they shared what they had learned in their pursuits, so all learned about dreaming from the various perspectives. When others heard about it, more wanted to take Dream Reality. It became perhaps our most popular class, lasting 6-8 weeks. Almost all 7th to 12th graders eventually took it. The teacher stayed with it; he became our expert "dream teacher." Students taught students, and teachers taught students and other teachers. At Wilson, everyone was a learner; everyone was a teacher.

Now, what of elementary age learners and the important topic of reading—remember there were no remedial learners or classes at Wilson, yet there were some not reading at the expected test levels in traditional schools. Reading research varies, but the general consensus is that students learn to read somewhere between ages 3 to 11, most between ages 5 and 9, if given the appropriate amount of time, proceed at their own pace, and with interesting, appropriate materials. That is why Wilson had 23 reading programs to select from, such as ITA, Words in Color, SRA, comic books—even some traditional textbooks. The choices were based upon whatever fit

the learning interests, styles, and abilities, in conjunction with the perceptions of the teachers. All the prior K-6 classroom sets of Scott-Foresman textbooks (except for a few as a choice) were in the basement—no same classroom sets for 25-30 youth.

Some of our Wilson youth learned to read in pre-K, K, with no difficulty, often using ITA, though not the best for those with auditory discrimination problems. Other learners did not start reading "officially"—not counting what Mom might have encouraged at home—until 9 to 10 years old (3rd/4th grade). They were not ready before then. We had no remedial reading classes. All learned at their own pace. One example of how some began "reading" is from Home Economics. We really did have a fabulous K-12 home economics program, including most K-12 boys/men. In fact, I wrote a published article as a lead in the *Illinois Home Economics Journal*. The opening line stated: "Home Economics is the most important curriculum arena—not English or math." Yes, food/clothing were still included, but the focus was on personal and human relationships, parenting, dialogue, family life, courtship—everything of personal/group relations.

What has this to do with reading? Many of those "remedials" rushed to the big home ec facility we were lucky to inherit. Why? They wanted to have fun—they wanted to make and eat brownies! They went to Margaret (our lead home ec staff member—most staff were on a first-name basis—their choice). "We want to make some brownies." "Fine, get the Bisquick box and get started—I'll help you soon." Back came the learners with the Bisquick box. "Margaret, we can't read what it says." "Oh, go over to Helen and see if she can help." We had created a corner with big pillows, rug, books, plants, where Helen, who would have been our remedial reading lead in a "regular school," sat on the rug, waiting. Suddenly those youth were confronting spoonful, mix, stir, and 2/3 of a cup, ¼ spoonful. They were not reading or doing math; they were making brownies! Many of our youth received help in reading and other topics in such obvious but sensible, exciting approaches. As a result of our personalized Home Economics program, and my published article, I was invited to keynote six (yes) state home economics conventions. This was great for me!

Another often told home economics story was that of Nancy, a "1st grader" working on the sewing machine. Because of our floor plugs, our sewing machines were face-to-face. On this particular day, as visitors were there and I was giving the initial tour, facing Nancy was Wes, a senior and co-captain of our football team. He

was there taking "Bachelor Survival," a learning experience created and named by senior boys going off to college, and realizing that Mom would not be around to cook and sew for them every day. As Wes was working on his machine, it stopped. He tried several "fixes," but to no avail. He looked around the room and at that moment the staff and older girls were all busy. In a joking manner, he looked at Nancy and asked if she could help him. To his surprise, Nancy said, "I think so." She got off her chair, climbed up on his lap, and began to work. Finally, she said to him, "Try it." To his amazement, Nancy had fixed it. The bobbin had not functioned. The visitors were overwhelmed with the relationship of a first grader and a senior learning together. This was common in all Wilson learning experiences. Students taught each other. If a youth was having trouble with a math task, he or she just asked a nearby "smarter" math student, to learn how to solve the problem.

Mixing age levels was beautiful and worked well. In the building at practically all times, there were "birth to death" learners all mixed together; mothers and pre-birth coming mothers—sometimes fathers—in our infant program, boys and girls in our Pre-K-K-1early childhood center. First to 12th graders, college students working on degrees, volunteers, and senior citizens programs all in the same building at the same time, sharing experiences. Wilson was that **cradle-to-grave school as described by an article in the *Christian Science Monitor*.**

One more example of our mixture of ages and cultures: Wilson had been selected as one of three schools in the United States by NASSP to see if we could bring some insight into improving Native American Reservation schools. In those days, most B. I. A. schools were lacking. High school graduation rates hovered around 25 to 30%; most of that figure were girls. The K-12 curriculum seldom reflected Indian cultures, positive histories, Indian arts, accomplishments. The Native American youth were smart; in spite of minimal good programs, the K-5 youth did well. They began to falter in the middle years when American history stories talked of their ancestors as drunkards and savages who massacred white settlers and the cavalry (Custer's Last Stand). By the time they were in high school and had to take such as algebra, and learn of split infinitives in English classes, many of the boys said "What for—to live on a Reservation?" Their answer was to drop out, more likely to be pushed out by inappropriate programs. They knew their great grandfathers were smart; there were no schools. They were taught by their elders. They were doing fine, unless at war with another tribe.

To try to learn more of Native American histories and cultures, and to see if we could help individual schools, while preparing recommendations for our NASSP sponsors and the B. I. A., we established Exchange Programs. Several different reservations were involved: Pine Ridge South Dakota, Choctaw in Mississippi, Lower Brule and Red Lake in Minnesota as examples, as well as visits to such as the highly recommended Santa Fe Indian School in New Mexico. For the exchanges, Wilson students and staff usually visited the Reservation first to learn of their culture, examine their school programs, and hopefully make them feel they would be very welcome at Wilson. In one exception related to scheduling difficulties, the Choctaw Nation students and staff involved with the exchange came to Wilson first. Some of our students thought it would be fun to learn some Choctaw language. Because we were a non-scheduled school and could start/stop/interrupt learning experiences as desired throughout the 12 months, we notified our students that if they were interested in learning a little Choctaw and more about our Choctaw visitors, meet in the Media Center at 10:00 AM tomorrow. We thought that perhaps those of our older students going to Mississippi later would attend.

To our surprise, we were overwhelmed with the number of our learners who arrived. More to our surprise, many of our younger elementary age students thought it would be fun to be Indians. The Choctaw language classes we established were taught extremely well by the high school Choctaw students who were our visitors (not certificated teachers). When the Choctaw group left, we did an evaluation: who had learned the most Choctaw? Yes, the young elementary age youth were the best; if we gave A's, they earned them. The high school students and our college interns who participated got the D's/F's—or at best C's. The older students had set speech patterns which were hard to overcome. The youngsters did not; they could rattle off Choctaw with comparative ease, compared with the older students. Such a long story is essential to understanding Wilson: the K-12 mix, ability to create learning experiences when desired—not handicapped by periods, semesters, mandated curriculum and only September to June opportunities.

Two more important examples of Wilson. We wanted to offer all our learners (K-12, college) the chance to become fluent in a second and/or a third language. That was hard to do in Minnesota back then (not now) when the "smiles" were that everyone in the state was "white, blue-eyed, blonde Lutheran; the only minorities were the Catholics." We knew the best time to become bi-lingual was following birth in an already bi-lingual family, or in a school setting, to start in the K-1 years. We

selected Spanish, for we already had a good Spanish teacher. Therefore, Spanish was made available to everyone, K-12, with opportunities to become bi-lingual as fast and as fluent as possible. Some learners became fluent in six months via an immersion program. Some accomplished reasonable fluency in two years. Some only knew Spanish well enough to travel—student choice and their ability. Other languages were available via tutors in the community: French, Russian, Irish.

For our Spanish program, we had contact with the Central Escolar in Puebla, Mexico, the result of the college Spanish exchange program. I went to Puebla to arrange the opportunities. We sent whoever wanted to go to Puebla for a month to live with a Mexican family, attend a Mexican school, and explore Mexico whenever possible. Each year, for eight years, we chartered a Greyhound bus, loaded it with students (ranging from traditional grade 5 to seniors) with staff chaperones, and traveled to the Mexican border, put students and staff on a chartered Mexican bus, and on to Puebla. Late in the Spring, Puebla sent a busload of Mexican students and teachers to study English, live with Mankato families, attend a Twins game, and see a few of the 10,000 lakes. The program hit the Mexico City newspapers: "Radical Cambio de Escuela in Minnesota." I was also invited to consult in Mexico City, Guadalajara, Saltillo. These exchanges created lifelong friendships, made possible by our personalized scheduling.

We did try hard to individualize. One student asked me if he could study the history of Ireland and the Irish language. We had no such course or Irish teacher. He had validity in his request. His family was Irish; they were going to Ireland for an extended visit. He wanted to know something of Ireland. At first I was puzzled; how can I meet this request? We began by searching the community. We found three families in addition to his own (they too had limited knowledge of their background—one reason for this planned extended trip). We had not at first thought of our college Vice-President, Brendon McDonald. He was Irish and fairly well-versed with information on Ireland. Then we discovered, to our surprise, there was an Irish community in St. Paul. We arranged for him to spend a month living with an Irish family and learn from them all he could of the history, language, cultures, the divide of Catholic/Protestant—by visiting many Irish families and some of their community stores. We tried to help all students in their Quest for learning.

Another exciting program, one of my favorites, again made possible by our personalized curriculum and scheduling was our Lawrence Welk style ARTS

Program. It matters not whether one likes the Welk version of champagne music. The concept is the key. Welk had every instrument in his band/orchestra: strings, percussions, pianos, accordions, horns—ALL. His program for some numbers called for the full orchestra. Other songs only the strings played; others relied on the band instruments. He had solos from the band, solo singers, group singers, solo dancers, group dancers, special costuming, stagecraft—everyone was involved. As in most schools, Wilson had students whose passions were with the ARTS! They did not need one period of algebra, one period of English, and oh, did I mention I eliminated the traditional schools scheduling of one period of orchestra, one for band, one for chorus, one for drama. Before I arrived, the college orchestra director came to Wilson for one period. I sent him back to the college. I released the non-tenured band teacher and eliminated one period for band; we did the same for drama and chorus. By combining all these passions and talents, and personalizing their schedules, these ARTS youth could spent most of the day, week, year improving and eventually performing with their talents. They could meet in small groups, large groups, practice individually, build sets, create costumes, write musicals and stage plays. They could spend 3-4 hours a day, all day, skip a day; yes, they could still rehearse in the afternoons or evenings when desired.

As a result of creating an ARTS program, the students asked if they could go to Chicago to see *Hair*, popular then. We said yes, chartered a bus, and with ARTS staff members and some parent chaperones, they went to Chicago. When they returned, excited with this venture, they asked if they could put on their version of *Hair* in this Lutheran community. Of course, we said yes. It was a smashing success and created demands for additional performances. We later performed a version of the *Impossible Dream*! Did these ARTS youth ever study traditional subjects: English, math, science, history. Yes, they knew what they needed—with advice from their Advisors—if desired. They did better in these traditional subjects than ever before, faster, more excited, in their "spare time." They and we were so happy. The Welk concept was great for Wilson.

Did we have sports? Yes, if the students wanted them. It was their decision. They said yes. Wilson fielded competitive teams in a league for football (I even coached the team one season), basketball, track and cross country, and later volleyball. In 1976, we played University High from Minneapolis (also an "alternative" school program) in the finals for the state small school championship; we lost by one point (76-75). We developed an excellent K-12 individualized

physical education program, but it took interaction. I told our 6'5" basketball coach his primary assignment during the day was to create an exciting great program for K-3 youth, the most important years for physical education. He said, NO! I said YES! I told him if he did not accept this assignment, I was cutting the basketball team. He said I could not do that. I said, yes, I am "the boss," and control the budget. He finally said yes. He created a wonderful, exciting program. The K-3 youth loved him. He had four children of his own. Yes, in creating EDUCATION CHANGE, again, it is sometimes necessary to be that "Benevolent Dictator."

Wilson was open year-round, from 7:30 AM to 5:00 PM, plus some family lighted school nights. One example from this effort: a father with musical talent created and directed a father/son chorus. They often performed as part of our "involve everyone" philosophy. This was possible by re-allocating our resources and teacher schedules. Not everyone was at Wilson at the same time. Teachers and students were there when needed, or wanted to be; there was no limit. Teachers "owed us the time" on their contracts, but almost all were there for hours of free overtime. The "Hens and Roosters" arrived early most days; the "night-club entertainers" arrived late most of the time. We tried to personalize scheduling to fit staff, student, and family agendas. Fortunately, we had only one "bus schedule" from a nearby community. Bus schedules must be accommodated; we did our best to arrange for reality.

Was anything conventional at Wilson? Yes, we kept separate boys' and girls' restrooms and gymnasium locker rooms. Each student had a full-length hall locker for their personal belongings, especially in the Minnesota winters with heavy coats, caps, boots. Kinders had places in the Early Childhood Center as it was designed for traditional young folks' space. Staff were paid conventional salaries. We did not burden students with those heavy "backpacks" we see today. There was no need for such, or even years before when I was in school.

We wrote to 40 colleges and universities to see if they would accept our students without A. B. C grades, GPAs, algebra—all the usual college entrance requirements. They all said YES! A few asked for certain information, a few wrote they would still like SATs or ACTs. Our favorite wrote—from a distinguished academic college—"We would be glad to help you overhaul the usual fumbling process involved in the admission decisions." For proof, these actual letters are

stored in the Archives of Wilson School, Memorial Library, Minnesota State university, Mankato.

We did create goal sheets for our students. They met with the staff members they had selected for their various interests and needs. In concert with the guide (teacher), they decided what they wanted to learn or accomplish, how they wanted to proceed, and how they/we could certify that the goal(s) had been achieved. It was a simple one-page sheet—three blocks of space: one for the goal(s), one for how to proceed, one for the evaluation of completion. Students could modify the goal, or even drop that "subject," but had to do so in concert with their instructor and their advisor. A student could not sign to study Nutritional Chemistry and then never attend. It was okay to drop that course, but we wanted to know what each student was involved with during his/her "school time." It worked well for us back then. Now with computers, smart phones, there probably are better ways, but the concepts are still the same: what does the student want to learn/need, how is she/he going to meet this goal, and how will we know it has been achieved.

One of the college admission directors did ask, what had the student taken in school: any math, science, language? To help the colleges and universities and to help our youth gain admission, we finally decided to develop a semi-traditional transcript. We listed 14 conventional curriculum areas in columns: math, English, history, science, language, music, drama, art, physical education, dance, industrial arts, home economics—however each school might make such a list—and today with computers, much easier. In our day, when the student completed a goal sheet, the instructor signed and it was brought to the office, where one of our two secretaries had as a responsibility to record the completion on the individual's transcript.

Ironically, this transcript proved to be great in advising our youth and to ensure that we knew they had a good experience at Wilson. Further, it immediately reflected student interests, passions, strengths, but also highlighted areas where we might need to insist the student re-examine. For example, one student might have long columns of completed goals in music, art, drama, dance, English, Spanish—but almost none under math; therefore, another Advisor role, reviewing transcripts. When the Advisor saw that this girl was doing great in our Arts Programs, but was shy in math, the Advisor would say: "Go down to Mr. X (a traditional math specialist) and work out a program with him. Whenever you and he agree that you have reached basic

goals in math, that will be fine. Our priority was the individual, not the subject, or "one year of algebra."

Currently, students from all schools are short-changed in the admission process for colleges and universities. They have to submit applications to many in hopes of their first or second choice. Only 3 to 5% each year are accepted to the elite universities (Harvard, Yale, Stanford, Princeton—and). Even many state universities (University of California, UCLA) have similar problems. Surprisingly, the more popular state colleges face admission problems too. At Wilson, we tried to help students enter top schools if they had their heart set on that campus: in Minnesota, a private school like St. Olaf, or the engineering program at the University of Minnesota. We also pointed out that there were many good state colleges, but perhaps not well-known.

In those days, the University of Kansas had an open admission policy. If you had a good high school transcript, you could be admitted; if you proved you could do college work, you could transfer to one of your preferred choices. If you liked Kansas University, you could stay; they had good medical and law schools, and excellent basketball teams. One could go to a community college for one or two years; it is much easier to transfer into the overcrowded school of your choice as a sophomore or junior, due to the dropout rate in their freshman and sophomore classes. There was no magic to all this, but in trying to help each youth succeed, we tried to help with realities.

Summary

It is time to stop Chapter Ten. We offer no apologies for the long stories and explanations. We did make 69 changes away from tradition. Yes, many were mechanical, like turning off the bells; the important ones related to the human spirit and personalizing learning for each individual—an individual pursuit, as in the Irish story—or as part of groups—in our production of *Hair*! If we tried to describe in further detail how we accomplished each of our 69 changes (you may only want to make 32—the number is not important—the concepts are), you would be reading "forever" and I would probably still be writing.

If you really want to be an Education Astronaut, you must abandon that airplane for a space capsule. By describing Why, What, and How we made our changes, you will be able to create your version of EDUCATION CHANGE. Just decide why you want to change, what changes you want to make, and how you plan to accomplish your goals, understanding that you will need to continue revising, improving your programs as you learn more and have the technology advances we did not have at Wilson. We were still using purple handout sheets from the mimeograph and black smudges from our Gestetner "printer." Continuing to change is essential as we move into the futures.

The journey, the Quest, may be long, and tough initially, but it will be exhilarating witnessing the emergence of better learning opportunities for all our learners, cradle to grave. The message of the Wilson story is very simple:

JUST DO IT

Flushing High rote taught me. School was a place where you gave them back the facts they told you. School had nothing to do with living, thinking, feeling... What little education I received during my schooling years I owed more to public libraries than to schools.

...William Van Til, *College Professor*

Chapter Eleven

How Now

WHAT DO YOU DO WITH AN IDEA?[10] I realized what you do; "You change the world." Said another way, we turn to our familiar Cyrano de Bergerac.[11] He reflected in 1898, "Maybe the greatest madness is to see life as it is rather than what it could be." My addition, related to education, "...and what schools and colleges could and should be." Every baseball fan in America knows of the popular quotes from star player and manager, Yogi Berra: "It ain't over till it's over," and better yet, "When you come to a fork in the road, take it!" It is time now for True Educators to take that FORK IN THE ROAD. The prior ten chapters have done their best to explain WHY changes are needed, WHAT changes, and HOW to create changes. Educators will know how; traditional school people will not want to create EDUCATION CHANGE.

This "How Now" chapter was originally planned to be the most detailed in the book. It was going to present twelve drawings of ways to make changes in a district, in a single school, as schools-within-schools, or by a few dedicated teachers working as a team. The chapter was also going to detail specific examples of such possible programs as in the Small Academies option: one-year Spanish Immersion, two-year Arts Program, one-year Dance, one-year Mechanics, or a three-year Space Option. But I realized you already know how. You "Just Do It." Therefore, enclosed are just four concept designs rather than twelve blueprint plates.

However, before the drawings, I could not resist more illustrations of the Arts Program described in Chapter Ten. Such a personalized option is so important for ARTS youth! If you can zoom a copy of the 1973 Lawrence Welk program which featured a salute to the music of Cole Porter, that ensemble will help you understand:

---

[10] Yamada, Kobi, *What Do You Do with an Idea?* Compendium, Inc. Seattle WA, 2013

[11] Rostand, Edmond, *Cyrano de Bergerac*, Bantam Books, New York, 1950. The first edition was 1898. Note: in this manuscript, though they reflect similar philosophies, the reader should not confuse the Quest by Don Quixote, *The Man of La Mancha*, by Miguel Cervantes with Cyrano. Both should be inspiring for educators.

great songs, orchestra, band, chorus, dance, solos, costuming, stagecraft, script writing—add in drama—the production of Hamlet, interdependent with a focus on the social conditions in Europe in that period. The students do not have to like the Welk style—not my favorite either—or the songs of that era; they can play the music of the 2020s, or they can perform the current musicals and plays on Broadway, or script an original play highlighting their local community. By combining all this great ARTS talent, which is available in most schools, what a wonderful opportunity for the youth. By weaving the ARTS interdependently, they involve traditional English, history, math, industrial arts, home economics—all. The students absorb so much more, happily, and in less time. The key to Welk: the fabulous artists performing on his programs did not need one period of algebra. Their passions and futures were elsewhere. These ARTS youth in the schools today do not need on-line algebra. They should be in their desired programs ¼, ½, 2/3, all day, or part of each day as needed, in individual practice, small group(s) practice, large group ensembles, or last-minute rehearsals. The students will blossom; they will do better in most everything—they will "love you." This can all be made immediately possible by junking your form of a "master schedule" and creating your version of the Personalized Scheduling at Wilson. You do have an IDEA!

Now, on to four simple **concept illustrations** of four possible ways to start; more can be found in the books being digitized at the Minnesota State University Archives (see Appendices should you want more examples). The best way to start is by having a total school, such as I had at Mankato Wilson, and the Union School in Port-au-Prince, Haiti (remember, education is one of the 64 global dilemmas). If this is not possible, then a few teachers can team and do it themselves, or a principal can create schools-within-a-school in his/her building, or a superintendent/school board can implement programs of choice district-wide. One model here will portray two schools-within-a-school in an elementary setting of 430 students. The same concepts can be applied in a one-room schoolhouse (yes), in high schools of 4000, and in colleges and universities of any size. During the Golden Age of education, many universities had separate colleges focusing on priority topics with innovative personalized designs—a college-within-a-university.

Garden Lake Middle School (1000 Enrollment)

<table>
<tr><td>Lincoln Learning Center
--300 Learners--</td><td>Jefferson Learning Center
--400 Learners--</td><td colspan="3">Washington Learning Center
--300 Learners--</td></tr>
<tr><td rowspan="3">--nongraded
--individualized
--personalized
--rooms as suites
--grades 5-9
--Mankato Wilson style program</td><td>Team A</td><td>Grade 6</td><td rowspan="3"></td><td>Grade 6</td></tr>
<tr><td>Team B</td><td rowspan="2">Grade 7</td><td rowspan="2">Grade 7</td></tr>
<tr><td>Team C</td></tr>
<tr><td>400 students in 3 teams
for semi-flexible programs.
Students matched with teachers by
personalities and strengths</td><td>Grade 8</td><td></td><td>Grade 8</td></tr>
<tr><td>Very flexible</td><td>Semi-flexible</td><td colspan="3">Very traditional</td></tr>
<tr><td>Home Economics</td><td>Auditorium</td><td>Music</td><td colspan="2">Media Center</td></tr>
<tr><td>Hallways</td><td>Industrial Arts</td><td colspan="3">Arts</td></tr>
<tr><td>Gyms</td><td>Tech Center</td><td colspan="3">Offices</td></tr>
<tr><td>Lincoln (examples of the 69)
1. Nongraded 5-9 (yes)
2. Student-scheduled
3. Self-selected studies
4. Interdependent curriculum
5. Students select guides
6. Students select advisors
7. Goal sheets: no A-F grades
8. No homework—long-term projects
9. Open year-round
10. No class textbooks
11. …etc.</td><td>Jefferson
1. 6th/7th nongraded, 8th graded
2. Modular schedules, MTWThF
3. Continuous progress learning
4. Modified requirements
5. Integrated curriculum
6. Students select team
7. A,B,C grades; no D,F
8. Weekly assignments
9. YRE calendars
10. Reference-only textbooks
11. …etc</td><td colspan="3">Washington
1. 6th/7th/8th grade learners
2. Period 1,2,3,4,and…
3. Teacher-directed learning
4. Traditional requirements
5. Departmentalized curriculum
6. Teachers are assigned
7. A,B,C,D,F grades
8. Daily homework
9. 9-month calendar
10. Textbooks assigned
11. …etc.</td></tr>
</table>

The presented Garden Lake is a conventional Middle School building. As much as possible, Lincoln, Jefferson, and Washington options are assigned separate "headquarters," as in a group of traditional rooms previously used for history, math, English, languages, maybe science, to use as they want. All can use the Media Center whenever desired. Rooms for home economics, industrial arts, band, gym, chorus, art are shared. Initially, the Washington program gets first choice of scheduling. Example: the Washington program schedules Band 3rd period in that room. Students from (especially Lincoln because they self-schedule) can be members of the Band and arrive at 3rd period time. Most, if not all, Jefferson students can arrange schedules so they can be part of an all-school band, if they wish. Lincoln students will have their own Arts Programs; maybe they will, or maybe not join with Washington.

The same concepts apply to all areas of curriculum. Washington can have the gyms periods 1, 2, 5. If for such as square-dancing, students from Lincoln might join, but for boys' wrestling, probably not, due to the nature of the instruction. Lincoln and Jefferson can schedule their own programs periods 3, 4, 6, 7. The use of the auditorium, shop, home economics all apply the same principles. It sounds difficult, but really not; the first year, remember, you are "Between Trapezes." It does take a humane, flexible, student-oriented principal and associates (maybe one for each of the 3 programs). It does take "me" to do it, but there are hundreds of "you's" who can now accomplish the changes. You have the advantage of technology. **You do now have an IDEA.**

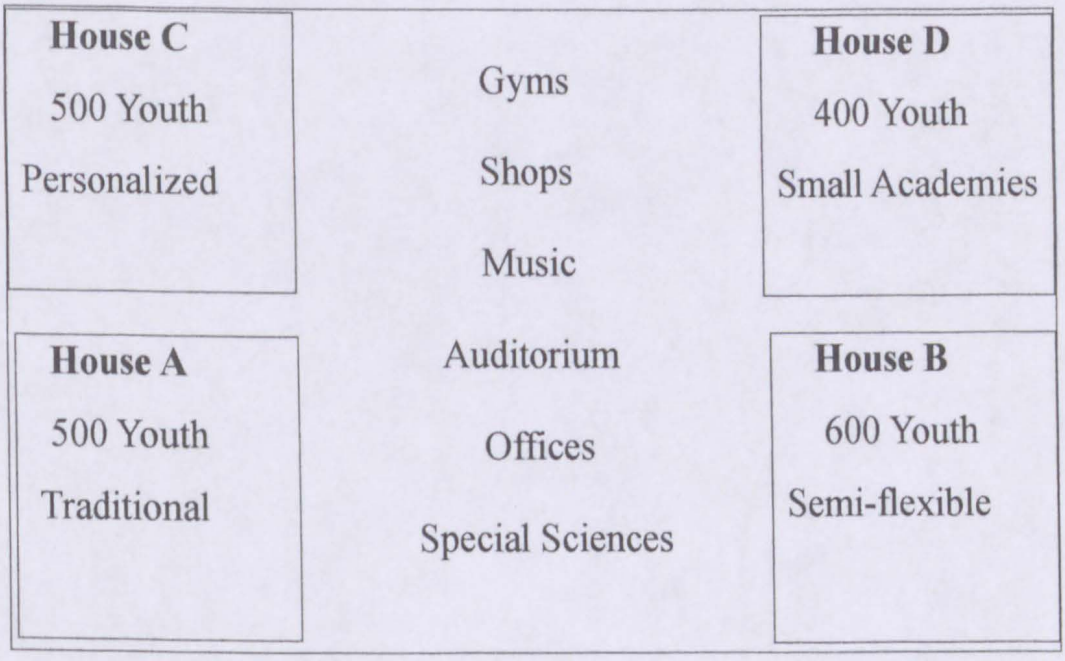
The future holds the potential for a Golden Age, but only if people change their life-styles, values, priorities, and institutions.

Buckminster Fuller, Inventor

Township High School (enrollment 2000)

This is an existing, conventional style high school for 2000. The staff, budget, facility, students are all there. This includes the football team, the orchestra, the clubs—all activities. As in the middle school model, the staff eventually learn how easy it is to share facilities. Again, it takes a humane, flexible principal to coordinate diversity, but there are those styles of administrators. He/she may run into flak from the traditional staff; at one high school where I became principal, after the 20-year veteran retired, the first thing I did was move the principal's desk. You would have thought the world had ended; that desk had been in the same spot 20 years. How could I do such an irreverent thing? The four boxes presented in the accompanying sketch represent the four optional programs. House A is the traditional system for 500 students; House D, Small Academies, has been discussed—the many focus options the students can create. Each of the four programs decides how many, if any, of the 69 changes they want to make. Interestingly, in the 1970s, a new Evanston Illinois high school was built with four somewhat separate wings, perfect for Township High School.

Township High School



Community Elementary School (enrollment 400)

Again, a conventional elementary school found in most communities. This building is smaller and offers only two choices: traditional grade level classes, and the flexible semi-Wilson style option. Staff, facility, budget, youth are all there. It is just a matter of philosophies and re-allocating resources.

<table>
<tr><td colspan="2">Program A --Flexible
130 enrollment</td><td></td><td colspan="3">Program B--
Conventional
300 enrollment</td></tr>
<tr><td colspan="2" rowspan="6">130 K-5 youth

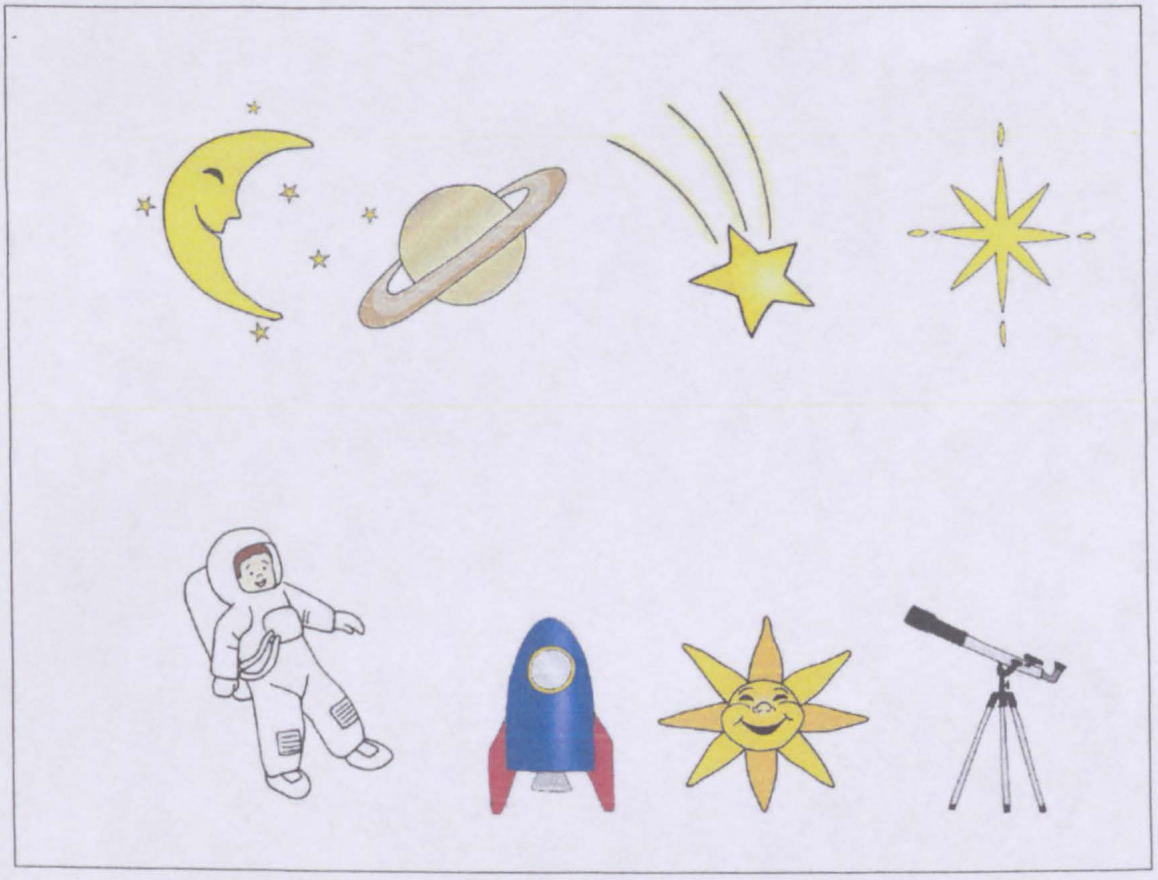
Arches cut in some rooms
to create suites.

Special areas for “Centers”</td><td rowspan="7"></td><td>K</td><td rowspan="7"></td><td>K</td></tr>
<tr><td>1</td><td>1</td></tr>
<tr><td>2</td><td>2</td></tr>
<tr><td>3</td><td>3</td></tr>
<tr><td>4</td><td>4</td></tr>
<tr><td>5</td><td>5</td></tr>
<tr><td>Quiet Space</td><td>Loud Space</td></tr>
<tr><td colspan="2">Multi-purpose room
Music Room</td><td>Offices</td><td colspan="3">Special
Needs</td></tr>
</table>

NOW, ON TO THE MOON SCHOOL…

Moon School

--Most any district—



Our pilot astronauts are going to establish a real space station on the moon. The mission will be scary, but so exciting. It is a step toward a space station on Mars. Why? To learn more that might better explain our past, our present, and our possible futures. It will also provide new information that can help improve life now, here on Planet Earth. School districts throughout America could take one school in their orbit, fill it with volunteer students, staff, parents, and try anything they could imagineer in their efforts to improve learning opportunities. Remember, the *Eight Year Study* proved that even in the experimental programs that were not as successful, the students did fine, and were admitted to 300 of the best universities.

Now, where is your Moon School?

"And I'll always dream the impossible dream;
Yes, and I'll reach the unreachable star!"

APPENDICES A, B, C
An Overview

Introduction: From September to December, 2023, the Archives involving EDUCATION CHANGE are being digitized in Memorial Library, Archives Division, at Minnesota State University, Mankato. There are two separate interrelated archives: the *Wilson School* and the *Don Glines*. Much of the material has lain dormant in boxes for years; most of the contents were from before technology. Once the digital process has been completed, my sixteen books/booklets, several speeches, many letters---all professional material related to the why, what, and how we need to change schooling to learning will be available in digital form.. One of my books, *Educational Alternatives for Everyone*, has 300 pages of detailed history and research. The book also contains 1100 publications, organizations, people contacts, and other such resources available at that writing (2002). That is just one example of the boxes of materials being made available. There will also be an original copy of each book and article kept in boxes, should someone request to borrow an original publication.

Appendix A—People: This section lists a number of names of prior education astronauts from 1904 to 2000. New astronauts need to be familiar with these individuals who pioneered innovation and made the Golden Years of Education (1960-1985) possible.

Appendix B—Publications: This section lists a number of books and articles that new education astronauts should know before embarking on EDUCATION CHANGE in 2024 and beyond, and to reach for those Moon Schools. Many more books and articles are available in addition to those being digitized.

Appendix C—Projects: This section encourages all education astronauts to create projects, designs, plans, to implement change. One such list of twelve differences between learning and schooling is available in the book *Personalizing Education*. There is a great distinction between the two philosophies. Learning is one thing; schooling is entirely different.

All the cited materials may be accessed by contacting the Digital Librarian, Memorial Library, Minnesota State University, Mankato, PO Box 8419, Mankato Minnesota 56002—8419. Phone Number: 507-389-5066. heidi.southworth@msu.edu, or any member of the archives team.

Appendix A: People

Listed here are a few of the innovators, researchers, philosophers related to EDUCATION CHANGE. Many have been cited in the chapters of this book. Other information related to them and many others may be found in computer searches. Multiple numbers of pioneers have been listed with their published contributions from pages 160-185 in the book *Educational Alternatives for Everyone*, now being digitized in the archives at Minnesota State University. These noted here have been truly GREAT, related to their efforts to transform education from schooling to learning.

William Alexander

Dwight Allen

Robert Anderson

Wilford Atkin

Evelyn Carswell

Gordon Cawelti

Arthur Combs

John Eggers

Mario Fantini

Don Glines

Willis Harman

John Holt

Eugene Howard

Madeleine Hunter

Wayne Jennings

John Lounsbery

Roland Meighan

Ron Miller

Edgar Morphet

Helen Parkhurst

Jean Piaget

Edward Pino

Carl Rogers

J. Lloyd Trump

Ralph Tyler

William Van Til

Gordon Vars

Carleton Washburne

Henri Weber

William Wirt

Appendix B: Papers

It would be helpful to list over 100 books/chapters/articles by education astronauts of the past: practitioners, researchers, philosophers, historians related to EDUCATION CHANGE. Again, refer to the Archives Project. The bibliography in *Personalizing Education* cites many essential inspirational documents, research histories, and school health issues.

Rapp, Doris MD, *Is This Your Child*? William Morrow and Co, New York, 1991 (600 pages), followed by *Is This Your Child's World*. Bantam Books, New York, 1996 (600 pages) and a video tape, *Environmentally Sick Schools*, Practical Allergy Research Foundation, Buffalo NY. 1995.

Aiken, Wilford, *The Story of the Eight-Year Study* (5 volumes), Harper Brothers, New York, 1942.

Goodlad, John, and **Robert Anderson**, *The Nongraded Elementary School*. Harcourt, Brace, World, New York, 1959.

Holmes, Edmond, *The Tragedy of Education*. Constable Company, London, 1913

Holt, John, *How Children Fail*. Pitman, New York, 1964.

Jennings, Wayne, *School Transformation*. Amazon.com, 2018

Rogers, Carl, *Freedom to Learn*. Merrill, Columbus Ohio, 1983.

Washburne, Carleton, "Adapting Schools for Individual Differences," within *24th Yearbook, National Society for the Study of Education, NSSE*, 1925.

Trump, J. Lloyd, *A School for Everyone*. National Association of Secondary School Principals, Reston, Virginia, 1977.

Russell, Bertrand, *On Education*. George, Allen, Unwin, London, 1926.

Harman, Willis, *An Incomplete Guide to the Future*. San Francisco Book Co., San Francisco, 1976.

Schoolboys of Barbiana, *Letter to a Teacher*, Random House, New York, 1970.

Van Til, William, *My Way of Looking at It*. Caddo Gap Press, San Francisco, CA, 1996.

Duberman, Martin, *Black Mountain College*: Exploration. Dutton Publishers, 1972.

Eggers, John, *100% Graduation*. WOW Teaching Publications, envision@paulbunyan.net, 2017.

Appendix C: Projects

Throughout EDUCATION CHANGE, multiple references have been made related to the extreme differences between Schooling versus Learning. The thrust of this book has been to highlight why the former must be replaced by the latter. In *Personalizing Education*, (Glines), pages 18-22, there are twelve extensive explanations between the two philosophies. Your project, as an astronaut, is to complete your own list of the differences between the two, as part of your plan to implement change and create your Moon School. As you look back from your space capsule, at earth's schooling, what differences do you envision? Here is one start to trigger your thinking:

In learning, all programs are nongraded, K-12, all ages are mixed together by choices, interests, goals……

In schooling, grade levels still exist in most K-12 and college institutions, taught separately by age groups……..

Most of the thoughts expressed in EDUCATION CHANGE have previously been discussed in most of the Glines publications available via the digital project previously cited at Minnesota State University. If more details are desired, one might want to request from the Archives one or more of the following books by the author:

Educational Alternatives for Everyone
Creating Educational Futures
Personalizing Education
Year-Round Education: History and Philosophy
Creating Humane Schools
The Great Lockout in America's Citizenship Plants—original by William Wirt; reprinted in its entirety as *Part II*, keeping the same title. *Part I* by Don Glines is a supplement to the original manuscript. The reproduction was approved by the archivist at Indiana University Northwest, Gary Indiana

Paraphrasing again our friend, Cyrano de Bergerac:

"What kind of madness is this to leave
Schooling as it is rather than
what it should and
could be."

ADDENDUM: APOLOGIES TO THE READER

In Chapter Ten, *Wilson*, where I said the students went "window-shopping" on the first day of school in my first year, I should have given a better explanation.

Older students, grades 6 to 12, were told to report to the auditorium, where I spent an hour explaining the process of "window-shopping" and clarified any questions. Then they were "turned loose" to shop all day and every day later for two to three weeks, related to what they wanted to study and with whom. Those already knowing what and with whom could start projects that first day.

Now for the K-5 years. They were all told to report to the small gym with all the former K-5 teachers. There they were told that until they were ready to join with the older students anywhere in the building, they would move by groups. Each former "grade level" students were given group names in Spanish: 1st Grade—Amarillos, 2nd grade—Rojos, 3rd Grade--Azuls, and so forth. Then they were told that when their group was scheduled for Mrs. P's room, they would have math lessons, when they went to Mr. J's room they would have science classes, and to Mrs. C's room—reading.

The Pre-K to K's, after the opening few minutes in the gym, went to the Early Childhood room with those specialists and stayed there all day and for the first few weeks. The other grades rotated classes each hour during the day. When they were ready, we started taking them for "walks" with their group throughout the school until they felt comfortable going to the art room, science room, or others, by themselves. When all grade levels had completed this process, they were then freed from group scheduling, and began their personalized scheduling programs. For the K's (non-readers), we pinned their daily plans by each half-hour to their blouse or shirt, so if they forgot "where next" they wanted to go, they could ask an older student or teacher.

This format worked great for us. Soon, all K-12 were, honestly, following their own daily schedules. The process did involve, for a while, being between trapezes.

Students do not participate in choosing the goals, curriculum, or manner of instruction. This is in striking contrast to all the teaching about the virtues of democracy.

Carl Rogers, Psychologist

A different and better system of appraising and reporting student progress is essential in a school for everyone.

J. *Lloyd Trump, Education Leader*

It is not because things are difficult that we do not dare. It is because we do not dare that they are difficult.

Lucius Seneca, Roman Philosopher

Democracy means the absence of domination; whilst our model of schooling is riddled with domination, we are clearly on the wrong track, assuming, that is, that we actually believe in democracy.

Nelson Mandela, Political Leader

Schools have not much to do with education; they are mainly institutions of control where certain basic habits must be instilled in the young. Education is quite different and has little place in school.

Winston Churchill, Political Leader

Getting more learning out of our present schooling system would be like trying to get the Pony Express to beat the telegraph by breeding faster ponies.

Edward Fiske, Education Editor