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**Cultural change and conservation: The implementation of the
Paideia Proposal in four schools**

Hart, Alice Huff, Ed.D.

The University of North Carolina at Greensboro, 1989

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CULTURAL CHANGE AND CONSERVATION
THE IMPLEMENTATION OF
THE PAIDEIA PROPOSAL
IN FOUR SCHOOLS

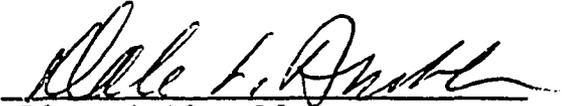
by

Alice Huff Hart

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APPROVAL PAGE

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During recent years critics have perceived a widespread decline in the quality of the American public schools. The Paideia Proposal, written by Mortimer J. Adler on behalf of the Paideia Group, addresses this perceived decline and provides a philosophical and curricular framework for restructuring the schools. The purpose of this study was to investigate the effect of the implementation of the Proposal on the cultures of four schools.

The investigator included a brief biography of Adler and a review of the historical and philosophical foundations of the Proposal. The review of current literature focused on critical analyses of the Proposal. Four additional reform reports were reviewed placing the Proposal in the context of the wider educational reform movement.

The investigator conducted an on-site study of the implementation of the Proposal in four schools K-12. The schools represented different geographical regions, and all were in the third year of the implementation process. The research data were presented as portraits of the four schools.

The investigator found that the adoption of the Proposal as the philosophical and curricular framework for a school can result in substantial changes in the culture of the school. Based upon an analysis of the data the following conclusions are drawn. In each of the four

schools the Proposal has united the faculty behind a central mission and has promoted the reduction or elimination of tracking or ability grouping; the reduction of student passivity by decreasing lecture and increasing coaching; the improvement of student critical thinking and teacher questioning skills; an increased emphasis on an interdisciplinary approach; an improvement in teacher and student attitudes toward learning; and the promotion of lifelong learning as a school-wide priority.

The data suggests that the Proposal can be used to organize a new school or new program with relatively few difficulties. However, the introduction of the Proposal to an existing program is considerably more difficult, particularly at the high school level.

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CHAPTER I
INTRODUCTION

In recent years, a number of educational reform movements have swept the country, resulting in a renewed interest in educational concerns related to curriculum and to the kind of preparation that best meets the needs of elementary and secondary students faced with living in a rapidly changing world. One of the most provocative of these movements, The Paideia Proposal, was written by philosopher/educator, Mortimer J. Adler and the Paideia Group. (Smith, 1987) The Paideia Group, a distinguished group of scholars and educators, worked with Adler for one year to propose this radical reform of basic schooling.

The Paideia Proposal¹ is of exceptional importance because of both its curricular recommendations and its philosophical positions. (Adler, 1982, Smith, 1987) In the Proposal, Adler called for comprehensive curriculum reform, an end to an elitism he said has dominated the cultures of schools for years, and a return to a democracy that aims to make a quality education accessible to all children. (p.4)

The central theme of the Proposal is a commitment to democracy and the mandate to provide all children with equal

¹Hereafter, unless otherwise specified, the Proposal will refer to The Paideia Proposal.

educational opportunities, both in quantity and quality, which will enable them to think and to function as citizens prepared to live in a democratic society. Adler has promoted the concept that universal suffrage and universal education are inextricably joined and must finally be instituted if America is to survive as a democracy. According to Adler, the American system of education has provided quantity but is failing to provide a quality education to all students. (1982, pp.3,5)

In his book Adler charged that a preponderance of didactic or the lecture method of teaching, which he called mere indoctrination, is being used to the exclusion of other critically important methods--coaching and maieutic or Socratic questioning. According to Adler, if students are to become thinkers fully able to participate in a democratic society they must have access to teaching methodologies which promote thinking. To institute these methodologies, Adler has advocated that immediate steps be taken to implement the use of discussion groups or seminars as the best approach in developing the critical thinking abilities of students; and he has recommended that all students have equal access to these methods. (1986, Wednesday Revolution, p.2)

To further his philosophy, Mortimer Adler has taken what could be described as heroic measures for a man of 87. He is personally traveling throughout the United States,

meeting with educators--primarily principals and teachers--delivering his Wednesday Revolution speech, and demonstrating his expertise as a seminar leader. (see Appendix A) In his speech and by example, Adler has carefully laid the framework needed for educators to take the first steps in implementing the Proposal.

The Wednesday Revolution is Adler's recommendation to schools as a way to begin to implement Paideia. It is a proposal whereby schools set aside approximately three hours one morning each week which would be devoted to a seminar and to coaching. During the first hour and a half, students would be engaged in discussions on a wide range of challenging topics--from the great documents of history to classical literature. During the second hour and a half, students would be coached in writing skills. Adler has postulated that even this small amount of time will activate the minds of students and provide them with the opportunity for genuine learning. (1986, Wednesday Revolution, p.2)

As Adler has urged educators to embrace the Wednesday Revolution, he has also acknowledged that his dream of the full implementation of the Proposal is many years away. Adler has said, "When a man must walk a hundred miles, then he must take the first step." (1986, Wednesday Revolution Speech) In his speeches Adler has challenged educators to take the first step toward providing truly equal educational opportunities for children, opportunities that will engage

them in intellectual pursuits in preparation for living in a democracy.

In schools throughout the United States, educators have accepted Adler's challenge, and they are now engaged in implementing the Wednesday Revolution and other elements of the Proposal.

BACKGROUND OF STUDY

Historically, the 1980's may be called a decade of the reform movements in education. Marked by widespread dissatisfaction with the public schools, this era has produced numerous reports and proposals which have received national attention. Among these are A Nation at Risk by the Committee on Excellence in Education, Washington, D.C.; Horace's Compromise by TheodoreSizer; A Place Called School by John Goodlad; High School by Ernest Boyer; and Adler's Proposal. Even though each of these works has addressed the critical needs of schools and is comprehensive in its own right, perhaps none is more comprehensive or more revolutionary than the Proposal. The Proposal contains the underlying assumptions found in each of these reports and much more. The Proposal makes the strongest case for liberal education and it is the only one of the reports that provides a complete curriculum proposal. (1984, p.13)

The Proposal is an educational manifesto calling for the radical reform of basic schooling in the United States.

The proposed reform would take place at all grade levels and on the college level. The proposed curriculum would feature a one-track system and a standard course of study with the same basic objectives for all students. The Proposal is predicated on the assumption that all children can learn. According to Adler, "there are no unteachable children. There are only schools and teachers and parents who fail to teach them" (Adler 1982, p.8). Adler has proposed that the individual differences in the children be accommodated in the degree of mastery of subjects not by "watering" down the curriculum. (1983, p.32)

The Proposal is based on three major objectives--the common callings to which all children are destined. They are:

- (1) preparation for earning a living; (2) preparation for the duties of citizenship in a democracy, in which the citizens are the ruling class and holders of public office; and (3) preparation for self-development, which cannot occur without continued learning and personal growth during maturity after all schooling, basic or advanced, has been completed. (Adler, 1983, p.8)

To achieve these goals, Adler has proposed that schools adopt a curriculum that is general and liberal, nonspecialized and nonvocational. (1982, p.18) He has also proposed that the course of study be followed in the twelve years of basic schooling and that it should be completely required with only one exception--the choice of a second language which should be elective. (1983, p.13)

Adler's required course of study includes a group of auxiliary subjects, among which are physical education and the care of the body. These run all twelve years. Instruction in a variety of manual arts is included, but not during all twelve years. The curriculum for the last two years of schooling includes an introduction to the world of work and its range of occupations and careers. Adler has eliminated all extraneous activities and elective subjects from his plan. (1983, p.13)

Adler has proposed that the course of study be achieved through the three modes of teaching and learning he has delineated in his curricular framework. (see Appendix B) This framework consists of three columns which illustrate the ways in which the mind can be improved. The framework is organized in three dimensions: goals, means, and areas and operations. The three columns are interconnected and presented as essential elements in an integrated approach to learning and teaching. (1983, pp.20-21)

The Proposal is not only explicit in its expectations for students, it is also explicit in the requirements for teacher preparation and teacher and principal performance. (1982, pp.57-65) The entire Proposal is an argument for lifelong learning and it is a commitment to democratic principles. (1983, pp.8-9)

The Proposal's foundations are based on the classical works of John Dewey, Robert Maynard Hutchins, and Socrates,

to name a few, whose contributions, along with those of Adler and the Paideia Group, will be examined in this study.

PURPOSE OF THE STUDY

The purpose of this study was to understand the effect of the Proposal on the culture of four schools. The four schools were chosen based on the following criteria: each school was in the third year of implementation of Paideia, the four schools represented different levels of schooling K-12, different geographical regions, and each was recommended by Adler or a Paideia Associate.

The study involved the following research questions:

1. How does the implementation of the Proposal change the culture of the school?
2. What elements of the culture are conserved?
3. Has the implementation of the Proposal affected the way teachers teach? How?
4. Has the implementation of the Proposal changed the children? How?
5. What were some of the obstacles that had to be overcome? What obstacles remain?

Portraiture was the methodology. Portraits were based on interviews and personal observations, conducted during the researcher's on-site visits to three schools and on her in-depth self-portrait of the implementation of the Proposal in her own school over a three year period. The interviews

and observations focused on four groups within each school: administrators, teachers and other instructional personnel, students, and parents. Through extensive interviews and observations this researcher sought to understand the implications of the theoretical propositions of a major curriculum proposal and the practical considerations of implementation in these four schools.

SIGNIFICANCE OF STUDY

There are several reasons why this research effort is important. First, it is important for educators to study the implementation of any reform movement of the magnitude of the Proposal, to search out the essential features, the extent to which the movement has changed the culture of the school and the extent to which the culture has remained the same. Second, it is important to understand how the inhabitants of the school are shaped by the change effort. Third, it is important to generate knowledge and information that can be useful in assisting other educators who are interested in bringing about school reform.

One of the most difficult aspects of any educational reform movement is the process of transforming the theories explicated by the movement into practice and at the same time maintaining continuity in the educational process for students. The impact of such movements is felt throughout the educational setting.

For administrators the necessity of implementing reform creates a need for providing leadership, often through an uncharted course to a somewhat unclear future. For teachers the reform may imply or actually require giving up the familiar for the unfamiliar and, possibly, the unproved. For the student educational reform may be imperceptible except through the eventual outcome. And for parents educational reform may signal that something is wrong with the school, thereby creating apprehension and tension.

Whatever the response of the various groups within the school, it is certain that the impact of a major reform movement such as the Proposal will cause periods of concern and uncertainty.

ORGANIZATION OF THE REMAINDER OF THE STUDY

The remainder of the study is divided into five additional chapters. Chapter II provides detailed information regarding the methodology employed in the study. Relevant literature is examined in Chapter III. That chapter includes the historical and philosophical foundations for the Proposal and a review of current literature relating to the study. Brief reviews of four additional reform proposals are included in Chapter III.

Chapter IV is devoted to the "portraits" of the four schools. These "portraits" will be accounts of the

researcher's visits and will focus in part on the research questions.

In Chapter V the researcher will interpret the portraits. Chapter VI presents the summary, findings, conclusions, and recommendations.

CHAPTER II

RESEARCH DESIGN AND METHODOLOGY

Design

The basic methodological design of the study was qualitative research. A qualitative approach to classroom and school observation was chosen because it is more flexible and open ended than other research designs and more appropriate when the research goal is understanding rather than hypothesis testing. The research depended upon the ability of the investigator or critic to interpret qualities emerging within an educational setting, to describe, synthesize, analyze, criticize, and evaluate the data and to present these interpretations as portraits.

Data were collected through a variety of sources. Personal interviews, classroom observation, and documents were reviewed and interpreted. Photographs were taken of significant people and events at each site. These photographs were used by the researcher during the writing of each portrait. The photographs assisted the researcher in describing each setting and, in a sense, in capturing the essence of the people within the setting.

Methodology

"Qualitative research" is an umbrella term applied to

several different research strategies. It is research that does not set out to prove or disprove an hypothesis. Rather, in this type of research, the goal is understanding. (Bogdan, 1982, p.2) Qualitative research studies share common characteristics--an interest in understanding through the techniques of description, questioning, interpretation, and inductive analysis. (p.29) Qualitative research uses "the person" as the research tool, the perceiver, the selector, and the interpreter. (Lightfoot, 1983, p.369) "In qualitative methods, the researcher is necessarily involved in the lives of the subjects." (Bogdan and Taylor, 1975, p.8) Gay (1987) described this approach as "participant observation"--the person actually becomes a part, a participant in, the situation to be observed. (p.208) According to Gay, the rationale for this approach is that the view from inside is somewhat different than the view from the outside looking in. (p.208)

One type of qualitative research is ethnographic research. Some researchers use the terms "ethnographic" and "qualitative" interchangeably--others consider ethnography to be one kind of qualitative research. (Gay, 1987, p.209) Ethnology is a term that is somewhat new to the field of education. For years the term was used extensively by anthropologists and is frequently referred to as the anthropological approach. (p.209) Ethnography involves an intensive collection of data on many variables over a period

of time in a naturalist setting. (p. 209) Gay defined "naturalist setting" as a situation where the variables are being examined where they naturally occur, not in researcher-controlled environments under researcher-controlled conditions. (p.209) Because of naturalistic settings characteristic of ethnographic research, this research is frequently referred to as naturalistic research, naturalistic inquiry, or field research. (p.209) In these settings, the researcher is more likely to use qualitative methodologies such as participant observation and in-depth interviewing. "Rationalistic" researchers are more likely to use quantitative methodologies, such as random selection. In making comparisons between the types of research, the issue has more to do with setting and the degree of control sought than methodology use. (Guba, 1981)

According to Gay (1987), in education the unit of observation in an ethnographic study is typically a school or even a classroom. The ethnographer works inductively by observing many aspects of the learning environment attempting to identify factors associated with effective and ineffective environments. (p.210) Typically, ethnographic studies are characterized by some type of participant observation at the overt level. (p.210) This can be described as "multi-instrument" research in which the researcher uses a variety of strategies in conjunction with

observation. (p.210) The techniques are both verbal and non-verbal.

Verbal techniques are those associated with interactions between the researcher and persons in the research environment. These interactions are dependent upon such tools as questionnaires, interviews, attitude scales, and other psychological instruments. Non-verbal techniques include recording devices and the examination of written records. (Pelto, 1978) The manner in which data are collected is dependent upon decisions the researcher must make. These decisions are based on the setting and the nature of interactions desired. (Gay, 1987, p.210)

According to Gay, the major difference in ethnographic research and others is the review of related literature. This review does not result in a testable hypothesis. Instead, the study of previous work results in a tentative, working hypothesis and strategy only. (p.211)

Geertz (1973) described ethnography as "establishing rapport, selecting informants, transcribing texts, taking genealogies, mapping fields, keeping a dairy and so on" (p.6). According to Geertz, these methods do not define the enterprise. "What defines it is elaborate venture in, to borrow from Gilbert Ryle, 'thick description.'" (p.6) According to Geertz, "thick description" is thinking and reflecting. It is the actual process of separating what was observed--the winks from the twitches. The process involves

making decisions about movements such as these which, while they are identical movements, are vastly different in meaning. (p.6)

According to Geertz (1973), in finished anthropological writings, what we called our data are really our own constructions of other people's constructions of what they and their compatriots are up to. Often this is obscured "because most of what we need to comprehend a particular event, ritual, custom...is directly examined" (p.9). Geertz described his concept as a semiotic one--"believing, with Max Weber, that man is an animal suspended in webs of significance he himself has spun, I take culture to be those webs, and the analysis of it" (p.5). Analysis then, according to Geertz, is sorting out the structures of signification--and determining their social ground and import. (p.9) Geertz wrote:

Doing ethnography is like trying to read (in the sense of ellipses, incoherencies, suspicions, emendations, and tendentions) commentaries, but written not in conventionalized graphs of sound but in transient examples of shaped behavior. (p.10)

It is an attempt to understand the culture of the setting.

Geertz described the interpretation of culture as a process whereby "certain ideas burst upon the intellectual landscape with tremendous force" (p.4). He borrowed from Clyde Kluckhohn's Mirror for Man to describe culture as:

- (1) the total way of life of a people
- (2) the social legacy the individual acquires from his group
- (3) a way of thinking, feeling, and believing

- (4) an abstraction from behavior
- (5) a theory on the part of the anthropologist about the way in which a group of people in fact behave
- (6) a storehouse of pooled learning (p.4)

Geertz (1973) wrote that culture is a context.

It exists in the trading post, the hill fort, or the sheeprun--anthropology exists in the book, the article, the lecture, the museum display, or sometimes nowadays, the film. (p.14) To become aware of it is to realize that the line between mode or representation and substantive content is as undrawable in culture analysis as it is in painting. (p.16)

Geertz postulated that this fact does not threaten the objective status. Instead, it rests more with the author's ability to clarify what he saw as he studied in a faraway place rather than on his ability to bring home primitive facts. Geertz wrote that the locus of study is not the object of the study. In other words, Geertz believed that anthropologists do not study villages. They study in villages. (p.22)

Geertz explained that:

culture is most effectively treated...purely as a symbolic system by isolating its elements, specifying the internal relationships among those elements, and then characterizing the whole system in some general way...(p.17)

In 1981 Levine suggested that:

nothing is more characteristic of the field of culture and personality than its concern with the transactions between the micro-social domain of individual experience and the macro-social domain of intellectual functioning. (p.4)

Geertz described three characteristics of ethnographic description:

it is interpretive; what it is interpretive of is the flow of social discourse; and the interpreting involved consists in trying to rescue the "said" of such discourse from its perishing occasions and fix it in persuable terms. (p.20)

A fourth characteristic of ethnographic description is that it is microscopic. The researcher takes a homely form in homely context and thinks in ethnographic miniatures. (p.21) From Geertz's point of view, "Every serious cultural analysis starts from a sheer beginning and ends where it manages to get before exhausting its intellectual impulse" (Geertz p.25). Geertz described this process as one of movement not from already proven theorems to newly proven ones but rather from awkward fumbling for the most elementary understanding to a "supported claim that one has achieved understanding and surpassed it" (p.26).

Another form of "qualitative or ethnographic" research was penned "portraiture" by the author, Sara Lawrence Lightfoot. Lightfoot, a social scientist, studied the character and culture of six high schools. In the process of the study, Lightfoot and other researchers concluded that they needed a degree of freedom from the traditions and constraints of disciplined research methods, which would allow their work to be defined by aesthetic as well as by empirical and analytic dimensions. (Lightfoot, 1983, p.13) The designation of their pieces as "portraits" allowed this freedom. Lightfoot described her portraits as capturing essence. "They reflect a compelling paradox of a moment in

time and timelessness." (p.5) In her portraits, Lightfoot sought to capture the culture of the school through "their essential features, their generic character, the values that define their curricular goals and institutional structures" (p.6). She observed how the inhabitants of the school created the culture and, in turn, how they were shaped by it; how individual personality and style influence the collective character of the school. (p.6)

Just as Gay described the rationale for ethnographic research as a process of finding a view from the "inside out," Lightfoot (1983) described her research as telling stories from "the inside out." (p.6) To Lightfoot, inside out meant to search out the unspoken (often unrecognized) institutional and interpersonal conflicts, minority voices and deviant views to seek to capture the essence rather than the visible symbols of school life. (p.14) Instead of studying schools in the traditional method of probing for information about what is wrong, Lightfoot asked questions about what was good or right.

As Lightfoot visited schools, she was committed to holistic, complex, contextual descriptions of reality. She theorized that environments and processes should be examined "from the outsider's more distant perspective and the insider's immediate, subjective view" (p.13). This method, according to Lightfoot, gets at the truth which lies in the "integration of various perspectives rather than in the

choice of one as dominant and 'objective'"(p.13). Lightfoot emphasized the importance of listening for the deviant voice as an important version of the truth and not regarding it as outside the central pattern. (p.14)

Lightfoot described portraiture as rapid-fire--using many of the same techniques and strategies used in longitudinal ethnographic research. (p.13) She described the need to study subtle exchanges and behavioral details through thematic in-depth interviews. Think of scope, Lightfoot wrote, and the boundaries of useful conversation. (p.13) Lightfoot characterized her portraits as critical and generous, allowing her subjects to reveal their many dimensions and strength, yet enabling the researcher to pierce through the "smooth and correct veneers." (p.14)

Lightfoot described portraiture as a highly interactive research form. The interactions, she wrote, proceed at many levels of human experience. (Lightfoot, p. 377) In Lightfoot's words, "my work took the mask off of reality" (p.373). The following are challenges and opportunities described by Lightfoot that face a researcher engaged in portraiture: the investigator must be conscious of the affective dimensions of this work; the human encounter is central to the process of data collection; and researchers must be ready to deal with the empirical and clinical dimensions of the work. (p.377) According to Lightfoot, "The Portraitist should give careful attention to the

research aftermath and see it as within the boundaries of the methodological domain" (p.377). The researcher must be ready to deal with the reaction the research subjects experience when they read the portraits: a."terror" b."denial and recognition" c."healing time." Fourth, "the social scientist engaged in portraiture should recognize the potential impact of the work on individuals and institutions" (p.378).

According to Lightfoot, "portraiture requires the perceptivity and skill of a practiced observer and the empathy and care of a clinician" (p.369). In it, is the power of the human encounter fraught with problems of distance and intimacy. (p.369) The portraits are not static documents, but portrayals that directly touch the actors in the portrait. (p.378) Lightfoot described the portraitist's interactions as depending upon her ability to seize the moment and take personal risks. (p. 371) Lightfoot cautioned that in portraiture it is important to be cognizant of the interventionist quality of the work and to assume responsibility for establishing the boundaries of interaction and exchange. (p.372)

Lightfoot described the need to relate to a person before she collected data. She found that if an impasse developed then the empirical work could not proceed. (p.370) Lightfoot's view is supported by Robert Bogdan and Steven J. Taylor (1975), who wrote that "the researcher must identify

and empathize with his or her subjects in order to understand them from their own frames of reference" (p.8). Empathetic regard, according to Lightfoot, is the key to good data collection. (p. 369)

Lightfoot reported on the emotionally consuming aspects of portraiture with its deeply personal imprint which invites a heightened concern from the research subjects. (p. 372) She wrote that it is in the "conscious expression of personal, intellectual, and value positions that one sees some of the differences between 'pure' research and portraiture" (p.14). According to Lightfoot, portraiture admits the shaping hand of the artist, and as the portraitist works quickly and at great risk she becomes more of a "creator" than the "pure" research colleague. (p.14)

In a critique, "Passionate Portraits of Schools," Elliot Eisner commented on the emergence of a new concept in research which occurred in the 1960's, providing the antecedent for Lightfoot's The Good High School. He explained that forerunners of her technique, Phillip Jackson, William H. Whyte, Jr., Marie Paneth, and Erving Goffman, have in common with Lightfoot the "effort of an intelligent, sensitive observer of human nature to describe and interpret the meaning of what Clifford Geertz calls 'cultural webs of significance'" (Eisner, 1984, p.196). In their works, these authors attempted to "portray and explicate what they saw in the slices of culture to which

they had access" (p.196). According to Eisner, during the 1960's, the government wanted to have evidence that programs were working in schools. Teams of evaluators were sent in to determine to what degree programs were effective or ineffective. The result was that gradually these evaluators freed themselves from "the strictures of measuring only outcomes and began to pay attention to classroom processes" (p.196). Phrases such as "responsive evaluation" and "portrayal" (Robert Stake), "illuminative evaluation" (Malcolm Parlett), and "connoisseurship" and "criticism" (Elliot Eisner) were used to describe the approach. (p.196)

Eisner described Lightfoot as embodying these approaches and more. He was baffled by her ability to provide vivid and fair interpretations of the high schools she chose, a task he said normally takes the ethnographer months, even years to accomplish. Lightfoot, he wrote, achieved this difficult goal in several ways:

First, the observations she provides are the product of a keen and sensitive eye; she sees a great deal that a typical visitor is likely to miss. In my terms, she has a great deal of connoisseurship. Second, Lightfoot backs up her observations with a wealth of detail that renders them credible. (Eisner, p.198)

Eisner's critique of Lightfoot explored all of the avenues of credibility and declared her work to be of exceptional quality in this respect. However, he wrote, that no work, regardless of its quality is ever perfect. (p.199)

According to Eisner (1984), Lightfoot neglected to admit that, not only does she describe and interpret, she also evaluates. Eisner wrote:

To say that portraits are evaluative is not to put "objectivity" at risk; it is to recognize and to make explicit what is inevitable in general social inquiry and absolutely necessary in educational inquiry.(p.199)

Eisner also criticized Lightfoot for failing to give more thought to the body of work that exists in the qualitative study of schooling. (p.199) Eisner suggested that, although there are ample notes in the back of the book, insufficient attention was given in the text.

Fourth, Eisner suggested that methodologically the work needed to be more explicit by recording the number of days spent in the respective schools. Fifth, Eisner saw a conflict between Lightfoot's desire to use a metaphor from art--the portrait--to characterize her work and her need to maintain her role as a social scientist. Finally, Eisner declared that Lightfoot's portraits are more than anything else "the artistic constructions of a keen mind and perceptive eye" (1984,p.199).

According to Eisner, "there is no area of human inquiry that epitomizes the qualitative more than what artists do when they work" (Eisner, 1979, p.190). The work of the artist is a "qualitative whole"--that which is found in the symphony, the poem, or the ballet. The work of the artist provides the paradigm for qualitative inquiry. Another form

of qualitative inquiry is found in the work of the art critic. The art critic's task is "to render the essentially ineffable qualities constituting works of art into a language that will help others perceive the work more deeply" (p.191). According to Eisner, the critic's task is to function as a "midwife to perception" to enable others who view a work of art but lack the connoisseurship of the artist to perceive the work more comprehensively. (Eisner, 1979, p.191)

Eisner (1979) viewed qualitative research through the joint perspectives of criticism and connoisseurship. He saw criticism as an empirical undertaking, while he saw connoisseurship as a private act, consisting of recognizing and appreciating the qualities of a particular subject. "Criticism is empirical in the significant sense that the qualities the critic describes or renders must be capable of being located in the subject matter of the criticism." (p.191) Anything can be the subject of criticism. The word is used not only in the arts but in a host of other areas where human beings have intercourse with the world. (p.192)

Eisner (1979) described criticism as the art of disclosure and connoisseurship as the art of appreciation. (p.193) Connoisseurship is dependent upon the range of experiences relative to the subject. According to Polanyi (1962), connoisseurship can be communicated only by example, not by precept. (p.54) Eisner theorized that to become an

expert in any field one must have gone through a long course of experience under the guidance of a master. (p.54) As connoisseurship relates to education, "one must have had a great deal of experience with classroom practice to be able to distinguish what is significant about one set of practices or another" (Eisner, 1979, p.193). This does not suggest that time in a classroom alone assures connoisseurship. Rather, one must extend knowledge beyond mere recognition of what is there and be able to see. According to Eisner, "to develop connoisseurship one must have a desire to perceive subtleties, to become a student of human behavior, to focus one's perception" (p.194).

According to Eisner, criticism and connoisseurship are inextricably linked. Connoisseurship is essential in creating educational criticism. "Connoisseurship provides the fundamental core of realization that gives criticism its material." (Eisner, 1979, p.194) Eisner stated that educational connoisseurship is to some degree possessed by everyone who has spent time in a school. He viewed connoisseurship as an ability to assess the multitude of interactions that are present, to understand the context, and to discern meaning from what is seen. Eisner suggested that an essential working tool in developing educational connoisseurship is an understanding of the history and theoretical foundations of education.

Eisner (1979) postulated that one can be a connoisseur without the skills of criticism, but one cannot be a critic without the skills of connoisseurship. (p.196) Criticism, he wrote, gives an account of an experience. Its "merit lies exactly in the fact that it is neither a work of art nor a response, but something much rarer--a rendering of the interaction between the two" (p.197). What is rendered by the educational critic is determined by the purposes of the criticism, the kinds of maps, models, and theories being used.

Eisner suggested three major aspects or dimensions of educational criticism. These are descriptive, interpretative, and evaluative. For the purposes of this study the researcher used these three methods combined with synthesis, analysis, and explanation in her study of the of the Proposal in four schools. These methods are described below by the researcher.

1. descriptive - the attempt to identify and characterize, portray, or render in language the relevant qualities of educational life. (Eisner, 1979, p.203)
2. interpretive - the process of determining meaning from what is observed.
3. evaluative - "the determination of worth or value of something." (Smith, 1987, p.33)
4. analysis - the process of examining the parts in order to understand the whole.

5. synthesis - the process of arranging the parts or elements observed in a new form.

6. explanation - to clarify and make understandable.
(Smith, 1987, p.33)

These six methods of investigation were used throughout this dissertation to construct portraits of the implementation of the Proposal in the four schools studied.

By employing the methodology, "portraiture," the researcher was able to draw from her personal experiences as a teacher and principal. The researcher's self-portrait is written based on her experiences over a three year period. These experiences included her participation in five conferences led by Adler and the Paideia Associates, her leadership in implementing the Proposal in an elementary school, and her role as a seminar leader at three conferences in Chapel Hill, North Carolina.

The researcher's experiences have paralleled Eisner's descriptions of the educational critic and connoisseur. These experiences have enabled her to construct the portraits with a view from the "inside out." The unique opportunities the researcher has had to observe Adler first hand and to talk with him have also heightened her awareness of the implications of the Proposal for meaningful school reform and have strengthened her commitment to fully comprehend the significance of such reform for future generations of children. (see Appendix A)

In 1958, Polanyi wrote that "no meaningful knowledge can be acquired, except by an act of comprehension which consists in merging our awareness of a set of particulars into our focal awareness of their joint significance" (p.44).

Selection of the Four Schools

Four schools were selected for the study, based on grade level composition, geographical region, the fact they were well into the process of implementing elements of the Proposal, and because they were either known to the researcher or recommended by the Paideia Associates. The schools are: Glen Arden Elementary School, Arden, North Carolina, Schroder Paideia Junior High School, Cincinnati, Ohio, The Chattanooga School for the Arts and Sciences, Chattanooga, Tennessee, and Andover High School, Andover, Massachusetts. Glen Arden Elementary School was the self-portrait. The decision to write the self-portrait was based on the researcher's access to first-hand knowledge of the implementation process.

Glen Arden Elementary School is a K-5 school located near Asheville, North Carolina in the Arden community. The school is seventeen years old. It features a modern open classroom architectural design, and the staff is generally characterized as being innovative. The faculty was introduced to the Proposal nearly three years ago. The school is in a primarily white middle class community.

Schroder Paideia Junior High School is a magnet school in Cincinnati, Ohio. As a magnet program, the school serves students from all parts of the city. The principal of the school is a Paideia Associate and the school is in its third year of implementation of the Proposal.

The Chattanooga School for the Arts and Sciences was chosen because it represents grades K-10. This unique school, now in its third year of operation, was started by the community as a Paideia school. It is located in the city of Chattanooga and draws students from all districts within the city. By the fall of 1989 the school will represent grades K-12.

The fourth school was Andover High School, Andover, Massachusetts. Mortimer Adler recommended Andover High School to this researcher in discussions on May 16, 1988. In making his recommendation, Adler expressed his high regard for the efforts that have been made in the school by the former principal, the present administrators, and throughout the system by the Assistant Superintendent of the Andover Schools. The school system is in the third year of a five year plan to implement Paideia.

Definitions

For the purposes of this study, the following selected terms were identified and are defined:

Coaching - This is a process akin to the coaching done to impart athletic skills. It is a process whereby the

"coach" trains by helping the learner to do, to go through the right motions, and to organize a sequence of acts in a correct fashion. He corrects faulty performance through repetition and by insisting that a measure of perfection be reached. (Adler, 1982, p.27)

Culture -

Social culture designates the totality of learned or acquired ways of thinking, believing, valuing, communicating, and acting shared by the people of a society. Culture is what holds the social order together. It defines or creates the social reality to which members of society respond in their relationships with one another and in their interactions with the environment." (Lucas, 1984, p.132)

Curriculum - "what persons experience in a setting."

(Brubaker, 1982, p.2)

Didactic instruction - Instruction that is "either written or oral, addressed either to the eyes of readers or to the ears of listeners." Often referred to as the lecture method or teaching by telling. (Adler, 1984, p.48)

General education - Education that is calculated to achieve two of three main objectives at which basic schooling should aim--preparation for citizenship and for personal development and continued growth. (Adler, 1982, p.19)

Liberal education - An education mainly in the liberal arts providing the student with a broad cultural background rather than any specific professional training. (Guralnik, 1982, p.814)

Seminar - "Conversations conducted in an orderly manner by the teacher who acts as leader or moderator of the discussion." (Adler, 1984, p.17)

Socratic or Maieutic Teaching - This kind of teaching is a process of helping students bring ideas to birth.

It is teaching by asking questions, by leading discussions, by helping students to raise their minds up from a state of understanding or appreciating less to a state of understanding or appreciating more. (Adler, 1982, p.29)

Track - a set of objectives or course of study.

Vocational education - Preparation for work that narrowly trains a person for one or another particular job. (Adler, 1982, p.18)

CHAPTER III
LITERATURE REVIEW

Overview

Although the publication of the Proposal is recent, the historical and philosophical foundations underlying the ideas in the Proposal and influencing the author, Mortimer J. Adler, date back to the ancient Greek philosophers. As a prerequisite for understanding the implications of the Proposal for educational reform, it is helpful at the onset to review these early influences.

The review of literature includes a brief biography of the author, Mortimer J. Adler, a review of the ancient Greek philosophers who influenced Adler, and an examination of the more recent influence on Adler of John Dewey and John Maynard Hutchins. Following the review of the historical and philosophical foundations of the Proposal, the study will examine current literature and the relationship of four additional educational reform proposals to the major themes found in the Proposal. These are A Place Called School by John Goodlad, Horace's Compromise, by TheodoreSizer, High School by Ernest Boyer, A Nation at Risk by the National Commission on Excellence in Education.

Historical and Philosophical Foundations

Mortimer J. Adler

Mortimer J. Adler is nationally known as a philosopher, author, editor, lecturer and teacher, and associate editor of the Great Books of the Western World, including the Syntopicon, the index to which he contributed 102 essays as he attempted to bring clarity and understanding to the host of philosophical ideas included within these works. Throughout his career Adler has been concerned with the dissemination of these ideas to the general public. Believing that liberal education is the cornerstone of a free society, he has devoted much of his time to this cause and to promoting the Proposal. (Adler, vita, 1988)

Adler's own history of schooling provided insights into the influences that have shaped his life and have led him to crusade for student access to the great works of literature. Adler is a product of untraditional schooling. Born in New York City in 1902, Adler dropped out of school at age fifteen and went to work as a copyboy for a large newspaper. Leaving school was largely due to Adler's propensity for independent thinking and action, which drew him into sharp conflict with school authorities. While working as a copyboy, he took night classes at Columbia University, where he read the autobiography of John Stuart Mill. Inspired by Mill, who introduced him to Socrates for the first time, Adler sought other reading materials. He was soon

introduced to the classical works of Plato, Aristotle, and others. Adler's thirst for knowledge led him to apply to be a full time student at Columbia University, where he was admitted as a sophomore. However, he did not receive his B.A. degree from Columbia because he never learned how to swim and was unwilling to attend physical education classes. (Adler, 1977) According to Diane Ravitch (1983, Harvard Educational Review), Adler may be the only Ph.D. in the country who did not graduate from high school or college; nor receive a master's degree.

Since he participated in an honors program at Columbia, where students read and discussed a classic work every week, Adler has been a staunch advocate of the study of great works of literature. (Ravitch,1983) The Great Books program of general education was introduced to Adler in 1921 by John Erskine, who was responsible for its existence in American education. Before Erskine, seminars existed only in German universities for doctoral students who were doing their research. Erskine's seminars were for undergraduate instruction. During the seminars students sat around a table with an instructor for two hours and discussed a book. The seminar was an innovation, along with the Great Books list, that was to inspire Adler for a lifetime. While teaching at Columbia, Adler practiced and preached the value of the Socratic method--a process of questions to stimulate debate and critical thinking--as means of arousing

intellectual curiosity and actively engaging students in the learning process. Soon, Socratic teaching, the use of the great books list, and student seminars became the hallmark of Adler's teaching. (Ravitch, 1983)

In 1928 Adler moved to the University of Chicago with John Maynard Hutchins. Hutchins and Adler created the Great Books Foundation in 1947, and in 1951 they began seminars at Aspen, Colorado, for educators, businessmen, and others who sought intellectual stimulation and knowledge. (Adler, 1977)

Beginning in the 1930's and continuing throughout his life, Adler has been writing about the conditions of public education. (Ravitch, 1983) As a champion of the cause of liberal education, Adler has drawn on his philosophical background to address a predominant theme, lifelong learning, and two major educational problems: what knowledge is of the most worth and how the question of equality espoused by the American democratic society pertains to education. (Smith, 1987) These educational problems, Adler's concern for lifelong learning, and his pedagogy, Socratic teaching, can be traced to the classical era of Socrates, Plato, and Aristotle and to the more recent works of John Dewey and John Maynard Hutchins. Both Hutchins and Dewey had a significant influence on Adler's becoming an advocate for universal democratic access to the best education and on his commitment to schooling which is general and liberal, schooling that enhances the quality of

life of the individual rather than simply preparing him for the world of work. These ideas, embodied in the early Greek works and in the works of Dewey and Hutchins, are now the central themes in the Proposal.

The Ancient Greek Influence

The word paideia (py-dee-a) is from the Greek "pais, paidos," which refers to the upbringing of a child. In an extended sense it is the equivalent of the Latin "humanitas," signifying the general learning that should be in the possession of all human beings. (Adler, 1982)

In Greece the concept of paideia was expressed in the ideal of learning which would extend beyond the years of schooling and would last throughout a person's lifetime. The concept encompasses both education and culture at the same time. According to Michopoulos, paideia first appeared in Homer but later reached its full crystallization during the classical period under the influence of Socrates, Plato, and Aristotle. (Michopoulos, 1983, p.1)

The love and concern for paideia is attested to by the Greek wise men and by the Pre-Socratic philosophers who left behind over 40 maxims. Among these are: "I grow old always learning more," "Study everything," and "It is difficult to know thyself." This positive attitude toward learning as well as the importance of learning can be found in Plato's Republic, where both the philosopher-king and his subjects are continuously learning. (Michopoulos, 1983, p.5)

Many of the education concerns found in the Proposal were influenced by the life and teaching of Socrates as described by Plato. Socrates said that a society's two most important functions are to provide high-quality parenting for its children and to provide a high-quality education for its citizens. (Gregory, 1984) As he attempted to provide a high-quality education for the citizens of his day, Socrates was the first to become fully immersed in the examination of such questions as "What is truth?" or "What is virtue?". (Michopoulos, 1983)

Socrates taught by questioning his fellow-citizens as he attempted to assist the learner in improving his understanding of basic ideas and values. According to Adler (1984), Socrates was never portrayed as a seminar leader, did not teach didactically, and did not coach anyone, except indirectly. In the Theatetus Plato described Socrates as an inquiring teacher who called his method something like midwifery because he viewed it "as assisting the labor of his companions in giving birth to ideas" (Plato, 1952, p.517).

Socrates provided a model for lifelong learning by spending his lifetime in a search for truth. In many ways Socrates was the personification of the lifelong learner who considers 70 years too little time for an individual's growth. "Thus, through his own example, Socrates contributed immensely to the growth of paideia and became

the catalyst for the self-actualization of scores of brilliant minds of this period, the most notable among which is Plato" (Michopoulos, 1983, p.10).

Both Plato and Aristotle made significant contributions to the cause of lifelong learning, Plato through his ideas and the establishment of his famous Academy and Aristotle through the plethora of his writings and the founding of his Peripatetic School. (Michopoulos, 1983)

Plato's Laws I portrayed his influence on lifelong learning and his belief that education began with a concern for right training in the nursery, the kind of training that can result in a love for excellence as the child grows to manhood. In describing education, Plato referred to education in the broad sense--from youth upward to man's pursuit of perfection in his citizenship. Any other education, according to Plato, the type that trains for the acquisition of wealth, bodily strength, "or mere cleverness apart from intelligence and justice, is mean and illiberal, and is not worthy to be called education at all" (Plato, 1952, p. 649). The kind of education described by Plato is a lifelong task, one that everyone should undertake to the limit of his strength. (Michopoulos, 1983)

According to Michopoulos, this concept of paideia remains unsurpassed today. In his parable of the cave, found in the Republic VII, Plato delivered one of his most powerful discussions of the idea of paideia. In this

allegory, man is in an underground den which has a mouth opened toward the light. He remains there shackled by chains unable to lift his head until he is liberated. Through this story, Plato depicted the constant struggle of human beings to emerge from the shadows, to embrace the light, to find the truth. The journey is described as a lifelong journey each individual must take. For Plato, the journey upward was the ascent of the soul into the intellectual world. (Plato, 1952, p.388)

In 1916 John Dewey explained that Plato envisioned the ideal state where a correct education was possible, an education that would be devoted to the conservation of the state. According to Dewey, Plato left no room for change in his ideal state which, when stably organized, enabled each individual to do what he had an aptitude to do in such a way as to be helpful to others. In Plato's view the business of education was to discover these natural aptitudes and to train them for social use. (Dewey, 1916)

Although Plato affirmed that the place of the individual in society should not be determined by birth or wealth but only by his own nature, he had no perception of the uniqueness of the individual. Consequently, he believed that all human beings fell into one of three classes; laboring and trading classes, citizen-subjects, and universals. Plato believed that education sifted persons into these classes. (Dewey, 1916) According to Dewey,

"Plato's error was not in qualitative principle, but in his limited conception of the scope of vocations socially needed..." (p. 309).

Adler described many of Plato's ideas as revolutionary for his day. According to Adler, Plato believed that both men and women should hold all offices equally except that of the general in the army. (Buckley, 1988, p.9). According to Dewey (1916), Plato, who was limited by the time in which he lived and his understanding of human freedom and politics, failed to address a society built on democratic principles, a society that must utilize the specific and varied qualities of individuals but not by stratifying them by classes.

Michopoulos (1983) described Plato as the greatest of all the Greek philosophers. Adler (1977) wrote that Plato's dialogues raised many, if not all, the questions that any philosopher must ponder. However, Adler gave Plato's student, Aristotle, the credit for the clues to where and how the answers might be found.

Aristotle exerted a profound influence upon the educators and philosophers of his day as well. Adler (1977) credited Aristotle or students of Aristotle with all of the philosophical truths he knows. In his statements found in Metaphysics I that learning is characteristic not only of philosophers but of every human being and that "all men by nature desire knowledge," (Aristotle, 1952, p.499),

"Aristotle stands out as one of the strongest supporters of lifelong learning" (Michopoulos, 1983, p.12).

Although lifelong learning was an ideal to Aristotle, few persons of his day were deemed capable of operating on this level. Aristotle saw a great body of people--women, slaves, craftsmen--as instruments of production and reproduction of the means for a free or rational life. Another class of people, exclusive of these, were able to partake of the free or rational life. (Dewey, 1916, p.253) This view, according to Adler (1988), is Aristotle's most serious error in moral and political philosophy.

In Politics, Book VIII, Aristotle wrote that for the second class of people, "education should be one and the same for all--public not private" (Aristotle II, 1952, p. 552). This education should be training in things which are of common interest. According to Aristotle, education for its own sake with a view to excellence is an acceptable liberal education. Education for any other reason, for the sake of others, or education that is menial and servile is wrong. (p.552)

Aristotle consistently drew the lines between menial and liberal education to the extent that he put the "fine" arts--music, painting, sculpture--as far as how these should be practiced, in the same category with the menial tasks. He based his decision on his belief that when one practiced any art to perfect it for others the emphasis shifted from a

liberal to a more professional level. According to Dewey (1916), the difference espoused by Aristotle had to do with the subordination of the development of an individual's personality to attaining skill in the mechanical execution. (p.254)

Dewey regarded much of what Aristotle said as correct. However, the force of his arguments are increased today when the large mass of people who are free are considered, unlike Aristotle's day when the mass of men and all women were regarded as unfree. (1916, p.255)

The education of a free man has traditionally been viewed as a liberating education. In Greek the term, liberal arts, "eleutherai technai," means the skills a free person ought to have. (Annis & Annis, 1982, p.14) According to Annis, the question of what constitutes a liberal education arose over two thousand years ago and resulted in the view which derives from Aristotle's Politics, Book VIII that liberal education

- (1) is not vocational in nature,
 - (2) requires general education as opposed to narrow specialization,
 - (3) is intrinsically valuable,
 - (4) seeks to develop rational abilities and traits.
- (1982, p.14)

This view of the correct education for a free man stirred a great debate addressed by the Sophists, the first body of professional educators in Western civilization, and continued by educators today. Although the questions asked were philosophical, the action taken by the Sophists in

teaching their subjects established a link between philosophy and education. (Smith, 1987) In his article, "What Knowledge is of Most Worth?", Harry S. Broudy (1982) discussed the careers of two of the ancients, Isocrates (436-338 B.C.) and Socrates (469-399 B.C.). who had quite different goals for their students. (p.575)

According to Broudy (1982), for a short time Isocrates and Socrates were contemporaries in Athens. Both taught the young men of Athens, but they disagreed on what to teach. Isocrates taught young men the arts of rhetoric and oratory as well as other subjects related to political life. The young men of Athens considered this training essential in their route to success. Isocrates' students, who received primarily vocational training, were highly in political and military pursuits. (p.575)

Socrates also taught young men. Instead of spending his time teaching the skills of rhetoric, he questioned his students about whether the success routes of the day were worth traveling. (Broudy, p.575) His students received a liberal education which taught them to question values and to search for truth. Socrates' students often found themselves in political disgrace. (p.575) In the Apology, Plato described Socrates' tragic end as he pursued a course that was seen by many as corrupting the youth of his day. (Plato, 1952)

Although the students of Isocrates seemed to be the success stories of the day, the teaching of Socrates has endured, serving as a pedagogical model today. Isocrates, Socrates, Plato, Aristotle, and the early Sophists wrestled with the question of what knowledge is of the most worth. This question has persisted into the twentieth century as educators and others continue to consider educational priorities. (Broudy, 1982, p.575)

John Dewey

Although Adler was a one time arch rival of John Dewey, he drew heavily on his ideas in the Proposal. (Smith, 1987) John Dewey--educator, philosopher, and a prolific writer of his day--thought the liberal versus vocational issue was significant. In 1916, in his book, Democracy and Education, Dewey wrote that "in our search for aims in education we are not concerned, therefore, with finding an end outside of the educative process to which education is subordinate" (Dewey, 1916, p.100). Dewey proposed that the educative process itself was the aim of education. He wrote that the process enabled the individual to continue education with the reward or object of this learning being the continued capacity for growth. (p. 100)

According to Dewey (1916), the most deep-seated antithesis in educational history is that between education for useful labor and education for leisure. (p.250) This division represents a segregation and conflict of values,

not self inclosed, but found within social life. Dewey advocated as much overlapping as possible in the preparation necessary to provide human beings with enjoyment in work and at the same time producing the intellect which "would procure a worthy cultivation of leisure" (p.251).

Dewey gave Aristotle credit for being correct on the idea that skill in performance should not be subordinated to the accumulation of "external products to understanding, sympathy of appreciation, and the free play of ideas" (Dewey, 1916, p. 256) However, if there was an error, Dewey believed it was in thinking the two had to be separated.

Through his writing, Dewey (1916) embraced the new social order of his time and had the vision to see the implications for change. He saw the need for an overlapping and intermingling of studies once deemed purely utilitarian or liberal. Dewey advocated that a democratic society must do away with an educational system which fosters the dualism that would divide human beings into classes designed for labor or leisure. Rather, he proposed that society "construct a course of studies which makes thought a guide of free practice for all and which makes leisure a reward of accepting responsibility for service, rather than a state of exemption from it" (p.261).

In Democracy and Education, Dewey (1916) suggested that he had often been misunderstood on his position on vocational education. Dewey made a clear distinction

between his concept and any other more narrowly conceived ideas. To Dewey, vocation meant "nothing but such a direction of life activities as renders them perceptibly significant to a person, because of the consequences they accomplish, also useful to his associates" (p.307). Vocations include "the development of artistic capacity of any kind, of special scientific ability, of effective citizenship, as well as professional and business occupations, to say nothing of mechanical labor or engagement in gainful pursuits" (1916, p. 307).

As an advocate for vocation education, Dewey (1916) insisted that he was not promoting a kind of "trade education." Instead, Dewey advanced an education that would give citizens an understanding of their history and a sense of the problems of the day, an education that would enable them to adapt to changing conditions and to avoid the pitfalls of a system that would use others to achieve its means. (p.318)

Dewey fought against a system that would stratify society, and he urged educators to avoid confusing vocational and trade education. He was convinced that preoccupation with the idea of vocations could cause confusion if educators did not work against this tendency. (Smith, 1987, p. 13)

Dewey's seminal work, Democracy and Education, set forth both the philosophical and the practical

considerations needed by educators and society. According to Mortimer Adler (1982), "a revolutionary message of that book was that a democratic society must provide equal educational opportunity, not only by giving to all its children the same quantity of public education--the same number of years in school--but also by making sure to give to all of them, all with no exceptions, the same quality of education" (p.4). In a collection of selected writings by John Dewey, Reginald D. Archambault reprinted the contents of a pamphlet, "School and Society," published by the University of Chicago Press in 1899. The pamphlet contained one of Dewey's most profound statements:

What the best and wisest parent wants for his child that must the community want for all of its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy. (Dewey, 1899/1964, p. 295)

A variation of this statement is a central theme in the work of John Maynard Hutchins.

John Maynard Hutchins

Even though Hutchins and Dewey were polar antagonists on the influence of pragmatism in education (Ravitch, Harvard Educational Review, 1983), they shared similar views on the need for children to learn to read, to understand the past, and to experience literature. They agreed on the principles of democracy in education and both influenced Adler. A zealous advocate of democracy, Hutchins stated the fundamental principle educators must follow in this way:

"The best education for the best," he said, "is the best education for all" (Adler, 1982, p.6).

Hutchins was a longtime friend and associate of Adler. They worked together at the University of Chicago and as editor and associate editor of the Encyclopedia Britannica. In 1952 Hutchins wrote The Great Conversation as an introduction to the Great Books of the Western World. In this book Hutchins set forth his convictions about the need for a collection of great works and the necessity of a liberal education. Hutchins called the questions raised in the great books questions that "should suffice to make the point that there can be no philosophy of education apart from philosophy as a whole" (Hutchins, A Syntopicon I, 1952, p.377). Education, wrote Hutchins, should aim to develop the "characteristic excellences" of men. The ends of such education are human happiness and the welfare of society, an end in the reach of all men. (p.377)

Hutchins denounced what he called a common misconception that a great mass of people cannot understand and cannot form an independent judgment upon any matter. Hutchins believed that people need to strengthen their minds, that they are capable of doing so and can best accomplish both through a liberal education which would include the greatest works the West has produced. Hutchins recommended that the young be introduced to the great books as early as possible, even though, initially, they might not understand the

content. "If they continue," he wrote, "they will be able to understand." (Hutchins, The Great Conversation, 1952, p.xvi)

Hutchins regarded education as a search for ideas in the spirit of inquiry. "The spirit of Western civilization is the spirit of inquiry," he wrote. "Nothing is to remain undiscussed. Everybody is to speak his mind." (Hutchins, The Great Conversation, 1952. p.1) Hutchins wrote that the great books contain the ideas that can develop this spirit of inquiry and promote the exchange of ideas which is "held to be the path to the realization of the potentialities of the race" (p.1).

For Hutchins (1952), the aim of liberal education is human excellence, both private and public. (p.3) "Its object is the excellence of man as man and man as citizen." (p.3) Hutchins conceived liberal education as the education of free men. "The substance of liberal education appears to consist in the recognition of basic problems, in knowledge of distinction and interrelations in subject matter, and in the comprehension of ideas." (p.3) Hutchins described a liberally educated man as a man that comprehends ideas relevant to basic problems, can operate in all fields, is at home in the world of ideas and in the world of practical affairs, understands the relation of the two, and may derive education from a conception of the difference between a good and bad world and a notion of how one might be turned into the other. (p.4)

The method of liberal education described by Hutchins (1952) is the liberal arts. The result is the liberal artist who can read, write, speak, listen, understand, and think and who also learns to reckon and measure and manipulate matter, quantity, and motion in order to predict, produce, and exchange. (p.4) Hutchins proposed that "the Western devotion to the liberal arts and liberal education must have been largely responsible for the emergence of democracy as an ideal" (The Great Conversation, p.5). This ideal is "equal opportunity for full human development..." (p.5).

Hutchins (1952) reflected on the fact that liberal education was once available only to the elite. As society changed and masses were admitted to the political process then the expansion of education to the masses became necessary. Hutchins called for equal access to an education that would develop a good mind and the vision to see the continuous need for more intellectual excellence. (p.16) He believed that liberal education would achieve this goal and fit each person for responsible democratic citizenship. Hutchins wrote that "if it was the right education for those who had leisure and political power, then it is the right education for everybody today" (The Great Conversation, p.43).

Hutchins continued the debate of the classical period by reminding his reader that one group must not relegate a

great mass of mankind to a modern form of natural slavery by suggesting that they cannot take part in a liberal education but must take part, instead, in vocational training or any other kind of activity that happens to interest them. Hutchins cautioned that the question of whether or not all can partake in a liberal education has neither been proved nor disproved. According to Hutchins, to accept the belief that great numbers are not capable is an antithesis to democracy. (The Great Conversation, 1952)

Even though Hutchins believed that "liberal education for all and vocational training, scientific experimentation, and specialization, too..." are possible, he warned that the latter three without liberal education are divisive rather than unifying forces for a democratic society. (Hutchins, 1952, p.62)

Hutchins proposed that a liberal education be made accessible to the masses through the great books which are great teachers. These books "are showing us everyday what ordinary people are capable of" (1952, p.46). They are books that arose from the inquiry of human beings who were often making the first announcements of success in learning. The messages of the books were written for and addressed to ordinary people. Hutchins theorized that, if the books seem too difficult to read and to be understood by both the most intelligent and the dullest, perhaps the problem is that people have not learned to read by reading them.

Hutchins acknowledged that learning is hard. He quoted Aristotle who once said, "learning is accompanied by pain" (Hutchins, 1952, p.47). According to Hutchins, the great books are always over the head of the reader making them infinitely readable and demanding of the reader's full attention and intelligence.

Hutchins (1952) explained his position on one education for all in a discussion of individuality and learning. He wrote that, although all men are different, they are also the same and in need of an education that "draws out our common humanity rather than our individuality" (p.50). Hutchins advised that the differences in individuals need not be addressed in the content of what is learned but rather in the methodology used and in the specialization that may come later. Hutchins saw the popularity of individual differences, often espoused by educators, as an evasion of their duty to educate all. Instead, he challenged educators to make the attempt to fully educate all students.

Hutchins described teaching as a cooperative art, analogous to medicine and agriculture. This analogy was the underlying pedagogy in the Great Didactic of Comenius and a view shared by Socrates in Plato's Theatetus, as he likened himself as a "midwife to perception." According to Hutchins this view makes a difference to the whole enterprise of teaching "whether the teacher is regarded as the principal

cause of learning...Without interest, learning seldom takes place, or if it does, it cannot rise above the level of rote memory" (Hutchins, A Synopticon I, 1952, p.381).

Like the classical philosophers before him, Hutchins was a proponent of lifelong learning. In preparing the great books, Hutchins wrote that a goal of the editors was that "these books should be read by all adults all their lives" (Hutchins, The Great Conversation, 1952, p. 52). Hutchins was passionate in his belief in the development of human potentialities and the necessity of this development if a democratic society is to endure. He envisioned the need for a mature society that could fully comprehend the responsibilities of power, a society able to discharge these responsibilities based on an understanding of the ideals upon which America was founded.

Hutchins wrote that such a society was not possible through a narrowly conceived educational program that ignores the classical traditions of the West. However, he believed it was possible where this kind of learning was available to all and was viewed as "the highest common good, to be defended as a right and worked for as an end" (Hutchins, 1952, p.64).

Adler and Others

According to Adler, the American system of education is failing to produce Hutchins' ideal. Instead, Adler reported

that the schools are adhering to a double and sometimes multi-track system that is creating the social stratification proposed by Plato and denounced by Dewey. Adler has held this system responsible for an elitism that has plagued the American system of education from its beginning to the present day.

Adler (1984) traced the development of the multi-track system to Thomas Jefferson, who called upon the Virginia Legislature in 1817 to provide all children with public education at public expense. However, in doing so, Jefferson convinced the legislature to divide the children into those destined for labor and those destined for leisure and learning. Those destined for labor were to become apprentices in shops or hired hands in the fields. The second group would be sent to college. (p.1)

Not until Dewey, in his book, Democracy and Education, had any leading educator addressed the ideal of a democratic system of schooling. Even with Dewey's work, the thinking of Jefferson continues to be a predominant view of a large segment of the American society. (Smith, 1987) This segment of the population holds the opinion that many children can be trained for a job but are not fully educable for "the duties of self-governing citizenship and for the enjoyment of things of the mind and spirit that are essential to a good human life" (Adler 1982, p.7).

In her book, The Troubled Crusade, Diane Ravitch (1983) traced the historical foundations that have contributed to the educational system in place today. Ravitch reported that in the 1930's compulsory schooling was used to remove teenage workers from a depressed job market. In order to cope with the wide range of needs and abilities of these students and to increase the holding power of the schools, high schools added courses for the "not bookish" student. These courses were largely vocational, centering on contemporary issues, and including such courses as bookkeeping, typing, home economics and automobile mechanics. Tracking began in earnest separating students further into vocational, business, college preparatory, and general tracks.

With these tracks in place, a public outcry began in colleges and universities advocating a return to general education. The most characteristic of the cases made for general education came in 1945 from "The Redbook," written by Harvard University's Committee on the Objectives of a General Education in a Free Society. This group expressed its concern about the "disjointedness of any given student's work because instead of being conceived as a whole it falls into scattered parts" (Ravitch, 1983, p.11). The group remarked on the alienation of students from each other in mind and outlook because of the vast differences in their courses of studies for the various diplomas offered. To

remedy the problem, the group suggested that students be expected to spend at least half of their time in a common core. What this core might consist of was somewhat unclear. (Ravitch, 1983) Ravitch's example offered still another view of the absence of a definitive education for a democratic society.

The Proposal has made a commitment to democracy and the ideal of a democratic system of public schooling as its primary objective. (Adler, 1982, p.2) The mandate of the Proposal is to provide the same quality and quantity of schooling, one track for all. While the education offered each individual must be the same, Adler cautioned that the results cannot be expected to be the same. The results must be measured proportional to the individual's capacity for growth. To explain this concept, Adler used the following analogy:

If the different capacities of the children are likened to containers of different sizes, then equality of educational treatment succeeds when two results occur. First, each container should be filled to the brim, the half-pint container as well as the gallon container. Second, each container should be filled to the brim with the same quality of substance--cream of the highest attainable quality for all, not skimmed milk for some and cream for others. (Adler, 1984, p.3)

Adler has insisted that children receive this quality of schooling through an educational program that is liberal and nonvocational, one that will prepare them for the three common callings of life:

to earn a living in an intelligent and responsible fashion, to function as intelligent and responsible citizens, and to make both of these things serve the purpose of leading intelligent and responsible lives-- to enjoy as fully as possible all the goods that make a human life as good as it can be. (Adler, 1982, p.18)

By nonvocational, Adler referred to an education that prepares students for these common callings. This type of education is nonvocational in that it does not narrowly train students for one particular job. Adler's argument is that what is needed is a general education that will prepare students "to achieve two of the three main objectives at which basic schooling should aim--preparation for citizenship and for personal development and continued growth." (Adler, 1982, p.19) He also argued that a liberal education is the best preparation for earning a living.

Adler (1983) has acknowledged that his message is revolutionary, and that, until recently, this society has not undertaken the task of providing schooling for all the children. According to Adler, not until this century has the American society fully afforded the rights and responsibilities of citizenship regardless of age, sex, or ethnic origin. (p.3) He has stated that since the whole society of the United States is the ruling class then this must be an "educationally classless society." (p.5)

To accomplish the educationally classless society, he recommends, Adler has insisted that one-track schooling can eliminate the discrimination he believes is prevalent throughout the educational system. Adler (1983) justified

his recommendation on the basis that compulsory basic schooling is the only schooling common to all and that which is common to all human beings is more fundamental than those ways in which individuals differ. According to Adler, the common traits that join all human beings are "common humanity, personal dignity, human rights and aspirations, and futures to which they are all destined as equal members of our society" (1983, p.5).

The educational ideal proposed by Adler and the Paideia Group places the Proposal in the midst of a host of reform movements in education and at the center of the continuing classical debate. While the Proposal has raised furor among some, it has gained wide acceptance from others in the educational community.

Current Literature

In the fall of 1983, the editor of Harvard Educational Review published a symposium of comments on the Proposal to which Adler responded. At the time of the symposium, Adler and the Paideia Group were in the process of completing their second book, Paideia Problems and Possibilities, which was to be published in September of 1983, two months before the appearance of the symposium and Adler's response.

The symposium hosted a distinguished group of scholars who were asked to address the premises upon which the Proposal is based. Diane Ravitch, author of numerous books on education, including The Troubled Crusade, was among this

group. As the first essayist in this series, Ravitch set the Proposal in its historical context, and she provided biographical data on Adler that assists the reader in understanding the background of the man largely responsible for the Proposal.

Ravitch described Adler as a trenchant critic rather than a curriculum maker, an avid opponent of progressivism allied with egalitarians who opposed tracking, sorting, vocational education, and other kinds of differentiation of students. (p.383) Adler's role has

performed the valuable function of demanding that educators examine and defend their first principles, a task which is impossible for those in education who do not know what first principles are. (Ravitch, 1983, p.380)

Ravitch suggested that there is something admirable about a man who will fight for these principles in both the good times and the bad. Ravitch praised Adler's concern for educational ideals, ideals which are expressed in the goals of the Proposal.

Ronald Gwiadza (1983) of the Boston Public Schools was not as generous. He suggested that the Proposal shifts too much blame to the public schools for the problems in the schools. According to Gwiadza, Adler views the role of the public schools throughout his Proposal as the vehicle for social change, the catalyst, he says, that will either lead to heaven on earth or national disaster. However, according

to Gwiadza, the "schools do not mold society so much as mirror it" (Gwiadza, 1983, p.384). Gwiadza criticized Adler for shifting from what the schools can do to change society to what society can do to change the schools, causing the logic of the Proposal to break down.

Gwiadza (1983) attacked Adler for carefully outlining changes in curriculum and teaching and then delineating the conditions necessary for educational reform to succeed, conditions, according to Gwiadza, that depend on societal changes rather than anything superintendents, school boards, or teachers can accomplish. Gwiadza accused Adler of leaving the reader in a circle of cause of effect that goes nowhere. By first acknowledging that the primary causes for academic failure in children are deficiencies existing in the preschool years and then calling for a complete change in the structure of the high school curriculum, including the elimination of vocational education, Adler was attacking the wrong end. (p.385)

Gwiadza (1983) argued that Adler's position on tracking ignores the history of the one-track educational system that produced alarming failure rates and did little more than hold students in place until they disappeared into the job market. According to Gwiadza, the reason the schools are failing today, is not that they are failing to educate as they once did but rather that they are asked to do more and more. Gwiadza stated that while tracking was once

introduced to reduce failure, today it is used to meet the wide varieties of individual differences and needs seen by the schools. These needs are in the areas of gifted education, bilingual education, and special education areas, to name a few. By attacking these needs, Gwiadza accused Adler of attacking the very things that have made education more humane, have kept students in school and have moved schools toward universal public education, that important goal of the Proposal. (p.386)

Gwiadza waged a stinging attack on Adler's idea on remediation, particularly his idea of coaching and drill on basic skills. Gwiadza stated that Adler was woefully lacking in understanding the complexity of remediation. Basic skills, argued Gwiadza, are the foundation for learning and they are not easy to remediate. Often students have been drilled repeatedly with very slow or, at times, few results. Gwiadza pointed to the fact that the curricular framework, presented in the three columns of learning, fails to deal with the problems of remediation, a failure that could result in an educational system that fails to provide students with successful school experiences.

Finally, Gwiadza (1983) found much in the Proposal unanswered, unquestioned, and unproved. He rejected much of what the Proposal says on the grounds that it does not make its case by building a foundation of evidence that is

supported through the examination of alternative conclusions. "The Paideia Proposal is a kind of educational Reaganomics that asks for our dogged faith in its truth regardless of facts that may stand in contradiction." (p.388)

Floretta Dukes McKenzie (1983) of the District of Columbia Public Schools accused Adler of complaining about the dismal conditions of the public schools, then proposing an idyllic state of education but offering little or no direction for how to get there. McKenzie was concerned that the outright condemnation the Proposal levels at public education further erodes what the Proposal points to as an attitude by those within the educational community that educational excellence is something only few schools can attain.

McKenzie (1983) found serious flaws in the Proposal's analysis of the American educational system. She wrote that minimizing this country's tremendous gains in providing access to education overlooks the emergence of a diversity of teaching strategies designed to meet an equally diverse student population. McKenzie expressed the opinion that educators should not be led to believe that this access has not been accompanied by an increased quality. The Proposal, argued McKenzie, fails to provide any supporting evidence that schools have not opened up the doors of learning to their students. Clearly there is too much reliance on the

notion that everything was better in the "good old days."
(p.390)

McKenzie (1983) suggested that the most serious flaw comes from the reliance on Hutchins' quote: "The best education for the best is the best education for all." McKenzie stated this is an elitist idea that has little relevance to the teacher who may find that the methods used with the brightest do not necessarily work with the student who is having difficulty. McKenzie decried the one-track system and the elimination of vocational education as decisions that fail to consider the history of education and societal demands. (p.391)

McKenzie (1983) was concerned that the Proposal's plan to put more autonomy in the hands of the principal for running the school, including the hiring and firing of teachers, would do little to remove education from the political sphere. Finally, McKenzie aired her frustration with the many suggestions put forth in the Proposal and the paucity of ideas on how these might be accomplished. She did give some credit to the Proposal for communicating to the public some often neglected messages: "quality education is the key to quality living; the survival of our democratic society depends on the existence of an educated electorate; and education is the gateway to equality for all people" (p.392).

Mary Frances Berry (1983) of Howard University reported that at first glance the Proposal looks like a vision on education that could solve current problems. On a superficial level, she wrote, hardly anyone would oppose most of its objectives. However, on closer examination one finds that the Proposal offers few clues on what the content of learning to think should be. (p.394)

Berry was critical of the Proposal on several counts. First, she stated that the Proposal begins with an attractive promise to increase the quality of education without increasing taxes, while at the same time proposing that preschool tutelage be available for those who come from unfavorable home environments. (p.395)

Second, Berry saw the promises of the Proposal as based on an inadequate view of educational problems. Berry pointed to the lack of evidence that dissatisfaction with the schools is widespread; that discipline is severely lacking in most schools; or that most students graduate lacking the skills of reading, writing, speaking, and listening.

Third, Berry looked critically at the idea of "the best education for the best" and wondered what this best education really is. Primarily, Berry attacked the philosophical propositions of the Proposal that, she says, fail to provide a prescription for getting there. Although she was bothered by what she calls false suppositions and

unanswered questions, Berry did concede that there is at least one reason to support the Proposal; the cause of liberal learning. Liberal learning, she wrote, could help students overcome the barriers they often face in seeking their economic futures. However, Berry was cynical in her final condemnation of the Proposal when she suggested that only so many can become lawyers and doctors and that ultimately persons will be sorted whether by the school or society. (p.397)

Martin Carnoy (1983) of Stanford University credited the Proposal with providing a seductive argument. His argument is that formal education is at the center of the universe and that through education persons are transformed to democratic, collectively creative, productive, even moral individuals. Without education, human beings starve spiritually and society decays. Carnoy, who described himself as an ardent democrat, agreed with the ideas of this argument and the proposal to equalize educational opportunity by improving the quality of our schools. However, he quickly labeled the authors' efforts at educational reform, as naive, analytically misguided and politically misleading. (p.398)

Interestingly, Carnoy (1983) believed the Proposal departs from Dewey on several key points. It is clear, he wrote, that Dewey believed equality in education was desirable as a means of achieving a more democratic society.

To Dewey, schools provided a democratic setting "where all would be required to participate fully both in the establishment and the implementation of the education agenda" (p.399). This participation would then carry over into the workplace and eventually transform it. According to Carnoy, this ideal was carefully avoided by the Paideia Group, who proposed rigid curriculum standards based on classical criteria with no mention of how the workplace would be transformed.

Carnoy centered his argument on his belief that schooling and the workplace are inextricably bound much as universal education and universal suffrage are bound. To examine one without considering the other is to ignore an influence that can often set the course for schooling. (p.400)

Carnoy (1983) examined contradictions relating to this point of view, which he believed are found throughout the Proposal. According to Carnoy these contradictions rest primarily with Adler's interpretation of the progressive themes of Dewey and the themes supported by the fundamentalist point of view concerning the role of the school and the workplace. The Paideia Group chose to ignore the role of the undemocratic workplace as a primary influence on public schooling and the larger political arena. The structure of the workplace, he wrote, creates anything but a classless society, and for the Paideia Group

to ignore the workplace is to seriously underestimate this influence. Carnoy theorized that changes in the workplace affect education. Likewise educational change can create conditions for change in the workplace, the two often mirroring each other. It is absolutely necessary then to study and understand the effects the Proposal would have on both.(p.402)

Steven M. Cahn (1983) of City University of New York enthusiastically subscribed to the central themes presented in the Proposal. Cahn called the reforms the possible answer to a dramatic improvement in the schools. However, Cahn proposed emendation for those principles that extend beyond the bounds of their appropriate application. (p.403)

Cahn was troubled by the Proposal's mandate, on the one hand, to provide remediation and, on the other, to ignore any specialized training for the talented. Instead, he complained, the Proposal seems to make almost a fetish of curricular rigidity and fails to take into account the differences in the abilities of individuals.

Cahn clarified his debate with Adler by pointing out Adler's own earlier statements that to offer the "best education for the best" to all did not necessarily mean the same methods and materials for all, just the same results at the different levels of capacity. (p.404)

Cahn was critical of Adler for the way in which the vocational education issue is presented. He compared

Adler's presentation of the vocational education issue to the expertise of Dewey's presentation in Democracy and Education when Dewey persuasively demonstrated the relationship of gardening to the liberal arts. According to Cahn, such a persuasive argument was lacking in the Proposal. (p.404)

Cahn's (1983) final argument with the Proposal concerned the suggestion that teachers need no specialized education beyond that of practice under supervision. Cahn stressed what he believed were critical needs of teachers: psychology of learning, the social significance of schooling, the philosophy of education, a study of the aims of education, and the methods to achieve these. "To enter the classroom without careful consideration of such matters is hardly the surest path toward enlightened professionalism." (p.405)

Although Cahn leveled a number of criticisms at the Proposal, he was far more charitable than other members of the symposium in his commendations. Cahn commended the Proposal on four counts: insistence on facility in a foreign language, advocacy of the educational value of well-constructed tests, the observation that low levels of expectation lead to low levels of achievement, and finally the importance of an educated electorate. Despite his concerns, Cahn concluded that the Proposal's shortcomings are far outweighed by its merits. (p.405)

In his response to the Harvard Educational Review essays, Adler (1983) quickly pointed out that, on a whole, the essays were inadequately critical of the central points in the Proposal. Compared to his own list of possible criticisms, Adler found the attempts of the scholars lacking. He wrote that he had hoped these essays would offer help in the clarification of major points. However, he said the essays show little serious reading of the text. According to Adler, a notable oversight made by all of the essay writers was the fact that the Paideia Group was made up of eminent scholars many of whom were experienced teachers at both the school and college level, scholars quite capable of the conclusions reached by the group. (p.409)

Adler only found six points in the essays that he and his associates deemed worthy of comment. These areas were vocational education, manual training, social and economic reform, remediation, individual differences, and public cost. Adler explained his position on the question of vocational education. "If what is meant by the term vocational training is preparation for earning a living, including career guidance and counseling, we are all for it." (Adler, 1983, p.409) However, the Paideia Group is opposed to what is now happening in high schools under the name of vocational education. It is vocational training which is specialized training for particular jobs and

quickly becomes obsolete in a rapidly changing technological society. According to Adler, today's vocational education is the narrow type of training John Dewey was against. (p.409) In contrast, Adler defined manual training as one of the kinds of learning in the three columns of his diagram. This kind of learning is also mind training which is of a practical nature, such as carpentry, machine and household repairs, and cooking. (p.410)

Third, Adler answered his critics of the social and economic implications of the Proposal. He pointed out that the Proposal is an educational manifesto and as such it was intended to signify by its connotations that it stood for social and economic reform as well as educational reform. (p.410)

Fourth, even though Adler (1983) did not explain how remediation would work, he did point out a successful model--France's remediation program--that could be studied. He wrote that he and the Paideia Group believe that we must devise the means and make the effort to provide supplementary instruction to children before they start to school and during their years in school. Alder views this plan as absolutely necessary if the same quality of schooling is provided for all children. (p.410)

Adler chose to address complaints about how individual differences could be accommodated in a plan that advocated the same quantity and quality of education for all students,

but he chose to do so by referring his readers to several passages in the Proposal and to Paideia Problems and Possibilities. He did the same with the question of public cost, which is addressed in both books.

Finally, Adler challenged his critics, with the exception of Cahn, to answer whether or not they believed the schools were satisfactory. If they did not believe the schools were satisfactory, then what alternatives to the present system would they propose? In a sense, Adler tossed the gauntlet, which his critics failed to pick up with any subsequent comments as revealed by the lack of additional articles.

Another Paideia Group member, John Van Doren (1982), answered the critics' charges of insufficient attention to individuality. Van Doren explained that the Paideia Group envisioned an individuality that could be realized through a common challenge rather than through attempts to invent unique undertakings. He compared the process of meeting individual needs through a common curriculum to what he described as the "wilderness" of courses that are offered at the university, while the homogenizing effect of evaluation is still very much present. Van Doren described these myriad offerings as a choice that is not real. "Ultimately the individuality of each one of us, it seems, can only be achieved by the person who has the capacity to create it which requires competence in basic skills and mastery of

common human knowledge..." (p.65). Van Doren theorized that, given this preparation, true individuality will out and will replace a fake individuality many now opt for.

Dale G. Watt (1983), in his article, "Some Thoughts on Educational Reform and Renewal--Part 1," explored educational reform from the perspective of reshaping the curriculum so as to transmit the values, culture, and philosophy of Western civilization. He saw the Proposal as the vehicle for this kind of reform because it is compatible and could be merged with the basic philosophy and values of the West. Watt based the historical significance of his position on the work of John Dewey and Walter Lippmann. Both warned against training for specific jobs; and Lippmann elaborated further to include the exclusion of a common faith, a common body of principle and knowledge, and intellectual discipline. (p.22)

Watt (1983) was concerned for values in the educational process. "To say that the educational process is value-free is to destroy knowledge." (p. 22) Reformers, he wrote, who embrace the Proposal must be willing to deal with the deeper issues in life, to structure education to "awaken the child's total personality, which includes not only the intellectual dimension but also the social, moral, and spiritual aspects of the human personality" (p.22).

Watt raised familiar questions about the Proposal. Is it realistic? Would a major teacher training program be

necessary? What is the cost? And he asked for consideration of the answers to the questions if the Proposal is to become more than another form of educational experimentation. Watt relied on the writing of Lippman, Alfred North Whitehead, and the late columnist, Sidney Harris, to support what he believed were strengths in the Proposal--a return to shared moral and spiritual values. He concluded by pointing out reform movements of the past which have promised the renewal of education. Watt warned that the present retreats into more structure and external reform will not solve the real problems in education. The real problem, according to Watt, is the apathy many students feel as they progress through the schooling process K-12. He wrote:

Education must awaken the right curiosity on the part of the learner, so that the student will not be discouraged by inert ideas. Ideas and knowledge must also give young people hope and confidence in their own personal existence and insight into the deep underlying purposes of life. (Watt, 1983,p.25)

Karen Spear (1984) agreed with the basic premise of the Proposal that all students inherit the same civic responsibilities and cultural problems but disagreed with the conclusion that they must be educated in the same way to deal with them. What is important, she wrote, is for educators to diagnose the ends that curriculum must serve and then find the means of achieving those ends. (p.80) Spear supported the Paideia Group's concept that liberal education is vocational education of the best sort, but she

was critical that the Proposal does not delineate what the program will be. Spear concluded that many teachers she has observed are using the three modes of teaching recommended by the Proposal, but stated she has seen little evidence to suggest that students who benefit from these three modes are engaged in thinking for the sake of thinking or that they are active participants in the learning process.

Spear (1984) also expressed her concern over a core curriculum which may overlook individual differences to the degree that weak students may flounder, while good ones may not be sufficiently challenged. Spear did see value in the core curriculum. She stated that this value is not found in "the books or ideas themselves, but in the expanded opportunities they provide for contemplating what is, and what is possible" (p.85).

Finally, Spear wrote that "Paideia fails to consider in any explicit way: what kind of learning environment achieves the same objectives for all, without intellectually compromising the students, or pedagogically straitjacketing the teacher" (1984, p.83).

Walter Feinberg (1985) criticized Adler's labeling the Proposal a manifesto, a title he thought could more appropriately be applied to A Nation at Risk. Feinberg found Adler able to present his ideas in a clear and concise manner, but without the talent for the alarmist rhetoric that characterized the Commission report. Feinberg advised

that the educational procedure and some of the examples of classroom practice in the third volume, The Paideia Program, be taken seriously. (p.118)

The Proposal itself, according to Feinberg, contains few useful guidelines for directing the educational process. While the appearance is one of specificity, substance is lacking. Feinberg concluded that Adler provides no answers to clarify his concept of the curriculum. Feinberg did praise the political significance of the Proposal agreeing that "American society rests on a unified set of cultural themes which are known by some and can be taught by others" (Feinberg, 1985, p.128). However, he argued that instead of presenting a pedagogy to accomplish his goals, Adler presents a mood "whereby education rides calmly over the political fracas secure in the understanding that it rests on an expertly sanctioned body of knowledge" (p.128).

Several critiques of the Proposal deal with specific curriculum areas. Steve Thorpe (1985), a social studies doctoral candidate at Stanford University, analyzed several major reports including the Proposal. He reported that, while Adler claims he is not recommending a monolithic curriculum, he is centering the content around the masterpieces of Western civilization. The mandate of this common curriculum, argued Thorpe, to the exclusion of other ideas would stifle teacher initiative and make poor use of the teacher's specialized training. Thorpe did not regard

the Proposal as enhancing or meeting the needs of social studies educators nor did he believe it was suitable to the needs of some students. Rather, he viewed the Proposal as too limiting in a pluralistic society in the late-twentieth century. (pp.30-31)

Charles Ball (1984), professor and head of the Department of Art and Music Education at The University of Tennessee, Knoxville, called the Proposal a revolution with the power to change the face of America. Ball did not waste time with the traditional questions about the Proposal. He did what he called a little mental exercise and theorized on what this revolution could mean to the arts in Tennessee education. The first and loudest thing said is that the arts education has to exist. It is not to be reserved for only the talented. It is to be available for all students as an essential part of basic schooling. (p.64)

Ball regarded the Proposal as a mandate requiring major curriculum change. This change, he said, would necessitate the teaching of art history and the theory of art as part of organized knowledge. Students would learn the skills of critical judgment about various aspects of the arts as well as practice the skills. This change would do away with rote learning solely for performance and there would be an expansion of creativity. According to Ball, if the Proposal were adopted, there would be a need for a change in teacher

education programs and an increased emphasis on art education from elementary school on.(p.64)

Finally, Ball challenged the leaders of education in Tennessee to embrace "the notion that liberal education for all is the soundest kind of basic learning" (1984, p.67). While such a profound change is unsettling, he wrote, it is also a challenge, an adventure that can transform children's lives.

The Proposal's impact on communication in the schools was reviewed in a 1985 article by Thomas Socha. Socha, a Ph.D. candidate at the University of Iowa, examined the curricular implications and teaching methodology. Socha concluded that the Proposal offered little in curriculum that was new for communication educators but did offer a new framework for assisting educators in organizing basic instruction. (p.42)

John W. Burns presented a paper to the Annual Meeting of the National Council for the Social Studies in 1983 in which he criticized Adler for providing a seductive and attractive alternative to what is available now. According to Burns, Adler proposes a body of knowledge that can be controlled. Burns suggested that while controlling a body of knowledge results in cultural replication, it does not promote growth.

Gregory (1984) wrote "A Response to Mortimer Adler's Paideia Proposal". He began his article with a commendation to Adler on his major ideas. The task, according to

Gregory, is not in finding agreement with Adler but in finding out whether the position Adler takes is "sufficiently coherent and compelling that we should all devote ourselves toward its realization..."(p.71).

Gregory was skeptical of Adler's ability to bring about the general objectives of the Paideia Group. There are three hurdles Adler must clear if he is to be successful.

First, he must introduce his position at a favorable time. Second, he must clarify and sharpen the issues not only so that they acquire increased focus, but also so that the different constituencies to whom he appeals can see good reason for accepting his version of the issues. Third, he must employ a literary form that grabs attention and propels people into concrete action.(1984, p.71)

In Gregory's opinion, Adler falls short of cleanly clearing any of these hurdles.

Gregory drew from his own experience as a teacher of the liberal arts to lament the lack of evidence that Americans are ready to accept the idea of liberal education. Gregory postulated that it is more likely that Americans still hold firmly to the idea of a utilitarian notion of education. Gregory criticized Adler's failure to support his views and his tendency to deal in generalities rather than move them to particular actions. He stated that it is not a question of Adler being right. It is more that his rightness is thoroughly "platitudinous". (1984, p.74)

In a speech given to the National Forum on Excellence in Education in Indianapolis, Indiana, Paideia Group member Adele Simmons (1983) reflected on her experience with the

group. She explained that Adler wanted the Proposal to be a short, uncompromising, idealistic statement about what schools ought to be. Simmons reported that whenever any member suggested adding more, Adler firmly reminded them that if the Communist Manifesto had been four hundred pages the world might have been entirely different. "Most of us associated with the report hoped that we might provoke controversy and dialogue--debate within schools about the curriculum, about the relationships between content and teaching, and about the preparation of teachers and school leadership." (1983, p.3)

Simmons expressed her pleasure and surprise with the response to the Proposal. "In my view, The Paideia Proposal pushed the parameters of the year's debate, giving legitimacy to many ideas that might have been rejected by the authors of the more practical reports that were to follow." (1983, p.3)

Dennis Gray (1984), another member of the Paideia Group, implored his readers to realize that the Proposal offers no quick fix in education. What is needed are the prerequisites in any reform: "patience, planning, and painstaking effort" (1984, p.56). Gray was concerned that the Proposal and the second volume in the series, Paideia Problems and Possibilities, have almost been eclipsed by a seemingly unending succession of reports from commissions

and task forces and that perhaps the idea of the Paideia Group is one whose time has not come.

Gray (1984) argued for the ideals of the Proposal which he said are more than a rephrasing of the ideals of John Dewey and of liberal education. For Gray, the Proposal reconceptualizes in three distinct modes of teaching and learning. "The paideia construct has two enormously important values in the present climate of school." (1984, p.56) These values are a comprehensive, logical scheme for the central business of schools and an explanation of the three-dimensional nature of teaching. It also raises doubt about whether schools can handle two of the dimensions, coaching and Socratic teaching. Paideia does not approach educational reform in the same way the various reports have. It does not speak to higher pay for teachers, more time-on-task, or the usual issues of school. Instead, the Proposal is a challenge to Americans to choose among the conflicting goals and priorities that are not being reconciled in the public schools and "adopt a unified, coherent, comprehensive approach to basic schooling for all" (p.57). Gray wrote:

Doing so will push education far beyond the customary boundaries of pseudoreform--mere tinkering and adapting or other modest and invitingly easy tactics that pass for reform but lead nowhere. (p.57)

According to Gray, the Proposal speaks to the condition of education in America like no other proposal can do. It is brief and available in inexpensive paperback editions that are readily available to teachers and principals, as

well as citizen groups. The work of the Paideia Group was to supply a "sturdy framework for analyzing the ideas set forth in the reports of the other reform-minded projects now jockeying for a place at center stage" (Gray, 1984, p.56).

The search of literature largely confirmed Gray's statement. Out of fifty three sources located through an Educational Resources Information Center (ERIC) search, eighteen are reviews of recent reform reports including the Proposal. The information offered by these sources constituted little more than a summary of each major report. However, the review did provide the reader with comparisons of the Proposal to the other major reform reports. Taken together, these reports provide some consensus on major educational problems. To assist the reader in understanding the Proposal in the context of the wider reform movement, it is helpful to briefly consider the findings of four of the reports. The reports are A Nation at Risk, A Place Called School, High School, and Horace's Compromise. These four reports were chosen because of their wide public appeal and because of their different reporting methodologies and grade levels.

Four Reform Reports

A Nation at Risk, published in 1983, was prepared by the National Commission on Excellence in Education. This report captured more attention initially than any other primarily because of its language. Clearly one of the most

influential of the recent proposals, the document set the tone for the discussion about education that has ensued. The use of such phrases as "rising tide of mediocrity" and "unilateral educational disarmament" stirred the nation as it had not been stirred since the Soviet launching of Sputnik in 1957. The report charged that education has suffered a drastic decline and presents evidence to support the charge.

Society and its educational institutions seem to have lost sight of the basic purposes of schooling, and of the high expectations and disciplined effort needed to attain them. (p.6)

In this report to Secretary of Education T.H. Bell and in an open letter to the American people, the Commission issued the challenge to do what is right to restore quality education to the children today and to future generations to come.

The report made specific recommendations in the following categories: curriculum content, standards and expectations, time, teaching, and leadership and fiscal support. Although the report did a credible job in laying out the problems in education, it is the most conservative in proposing solutions. (Kraft, 1984) Unlike the Proposal or the following reports, A Nation at Risk fails to address educational methods.

High School was written by Ernest Boyer in 1983 for the Carnegie Foundation for the Advancement of Teaching. The report is based on observations conducted by a group of

educators who spent twenty days in 15 public high schools representing a cross section of American secondary education. Relying on statistical data gathered during his study, Boyer concluded that opportunity in schools remains unequal. In 1980, 78% of white nineteen-year olds in the United States were high school graduates, while only 61% of black youths graduated and only 58% of Hispanic graduated. (Boyer, 1983, p.5) According to Boyer, this failure to educate every young person threatens national social and economic health. Boyer recommended a push for equity and excellence in educating all youth to their fullest potential. However, although he is critical of what is happening in American schools, Boyer stopped short of blaming schools for "the rising tide of mediocrity." To place blame on the schools, according to Boyer, "is to confuse symptoms with the disease" (p.6).

As a result of his observations, Boyer provided 12 themes for reform, including a core curriculum, and he suggested four essential goals and the way those goals can be achieved. McNett (1984) summarized Boyer's goals as follows:

First, the high school should help all students develop the capacity to think critically and communicate effectively through a mastery of language.

Second, the high school should help all students learn about themselves, the human heritage, and the interdependent world in which they live through a core curriculum based upon consequential human experiences common to all people.

Third, the high school should prepare all students for work and further education through a program of electives that develop individual aptitudes and interests.

Fourth, the high school should help all students fulfill their social and civic obligations through school and community service. (p.7)

In addition to his goals, Boyer recommended that instruction must be improved through the use of a variety of teaching styles with particular emphasis on active learning and an elimination of tracking. He emphasized flexibility in schedules, class sizes, and sizes of schools, and he stressed the need for improved working conditions for teachers. Boyer insisted that principals must be educational leaders and that the connections to business must be strengthened as must the support from local, state, and national agencies.

Finally, Boyer's research suggested that high schools lack clear goals. He maintained that what is needed and is expressed by his essential goals is a clear and coherent vision of what high schools should be trying to accomplish. He further explicated his idea by saying that when schools do work they work because there is a shared sense of mission. Too, he felt that the people in the organization know where they are going. (Boyer, 1983)

Horace's Compromise was written by TheodoreSizer (1984), former Harvard Graduate School of Education dean and private school headmaster and now head of the Coalition of Essential Schools, who spent three years in a study of both

public and private high schools in the United States and abroad. The study, sponsored by the National Association of Secondary School Principals and the National Association of Independent Schools, was based directly on the author's observations. In the book, "Sizer condensed the purposes of education into two: the development of mind and character" (McNett, 1984, p.8).

In his study, Sizer (1984) poignantly described the diversity in high schools from the over importance of name brand clothes to the ways parents are talked to depending upon the type of track to which their child is assigned. Sizer found that academically accelerated tracks tend to serve wealthier students while general tracks serve the working class.

Sizer (1984) described the high school students in his study as docile, and compliant with no initiative. He observed an increasing passivity that was most apparent in the sloppy responses that students often gave. He found students who were developing few skills for examining the nature of ideas, students who either cannot or do not explain interpretations of materials.

Sizer described schools as a series of units of time where the clock is king. Students in these schools rush from class to class to collect knowledge, partaking of courses that lack specificity and learning from teachers who are concerned with covering the material. Sizer found few

coherent relationships or sequence across subjects. Gaps existed between what the goals in the schools say and what is practice or the reality. Too, most high school teachers were highly specialized and overly concerned with teaching their subject. In describing his ideal for the high school, Sizer concluded that "less is more". (Sizer, 1984, p.89) "I believe that the qualities of mind that should be the goal of high school need time to grow and that they develop best when engaging a few important ideas deeply." (p.89) To achieve his ideal, Sizer proposed organizing the high school into four areas or large departments: Inquiry and Expression, Mathematics and Science, Literature and the Arts, and Philosophy and History. But he did not propose that all high schools must have the same curriculum. In teaching these four areas, Sizer recommended using coaching, exhibition of mastery, and questioning oneself or being questioned by others, and he proposed an elimination of tracking.

John Goodlad's A Place Called School has been described as the most carefully researched of the reports. The book is based on research which involved 38 schools in seven states and included 1,350 teachers in 1,000 classrooms. The research covered grades K-12. It is the most detailed of the reports with recommendations scattered throughout. It is unique in giving detailed descriptions of what actually

occurs in schools and classrooms throughout the United States.

McNett (1984) described Goodlad as making the strongest statement of any of the reports on what must occur if schools are to succeed. According to McNett, two prerequisites stand out in Goodlad's report as necessary if schools are to succeed. The prerequisites are the central charge to the schools must be clearly understood at all levels of the system and the charge must be understood by those persons the schools serve. Otherwise, according to McNett, the goals put forth by the other reports are much the same as those found by Goodlad--"learning to learn, learning for employment, learning for citizenship, and learning for personal satisfaction" (McNett, 1984, p.7).

From over 1,000 classroom observations, Goodlad found support for the image of teachers standing or sitting in front of their classes lecturing or explaining. Most of the situations where interaction between teacher and student occurred were found at lower elementary grades. Throughout his observations, Goodlad found an overwhelming passivity. Generally three categories of student activity were marked by passivity: written work, listening, and preparing for assignments.(p. 105) Goodlad noted that there was a 50-50 chance that these activities would be observed in any classroom rather than activities that invoked active modes of learning. Except in the arts or vocational classes,

students were seldom called on to draw, perform, role play, or make things. And although individual differences have been promoted by educators, Goodlad's data suggested that little attention has been paid to individual learning styles or to differentiated assignments. When students were working independently, generally they were working on identical tasks. (p.105)

A dismal finding of the study was the limited amount of time students were observed writing or reading. Reading occupied only 6% of classroom time in the elementary school, 3% for junior high schools and 2% for senior high schools. (p.107) Often, reading was comprised of little more than taking turns reading orally. In schools that were more successful, more discussion both by the students and adults was observed, and substantial portions of time were spent in reading. Throughout the study, teachers were found to give little or no opportunity for students to toy with open-ended questions, and the intellectual terrain and the paths for walking it were largely laid out by the teacher.

Although there are differences in all of the major reports reviewed here, the conclusions are strikingly similar to those of the Paideia Group. All of the reports are concerned with improving education, and to some extent all echo the recommendations of the Proposal. The specific commonalities in the recommendations are as follows:

1. A general or core curriculum studied by everyone

2. An elimination of tracking
3. The elimination of training for specific jobs
4. An emphasis on active learning that promotes thinking, inquiry, and facility in language
5. An increased emphasis on intellectual skills and on understanding
6. The use of Socratic questioning and coaching
7. An emphasis on lifelong learning
8. Improved leadership in the schools
9. Better trained teachers
10. A clear sense of mission

Of all the reports, the Proposal makes the strongest case for a return to a liberal education and for an end to all electives and vocational education. It is the only report offering a complete curriculum reform of the schools.

In comparison to the other reports, Kraft (1984) called the Proposal utopian. According to Kraft, it is best seen as a plea for the liberal arts made accessible to all children regardless of race, social class, or other differences.

Daniel Tanner (1984) labeled the Proposal as a curious artifact of the perennialist/essentialist tradition while the Education Commission of the States concluded that the Proposal more than any of the other reports has presented a coherent philosophy of education in the ideal. "It is a manifesto concerned more with what we should be aiming to

achieve than with current conditions in schools and the economy..."(Education Commission of the States, 1983, p.1)

While there has been a paucity of literature either extolling the virtues of the Proposal or denouncing its shortcomings during the last three years, there is increasing evidence the movement is gaining momentum. A group called The Paideia Associates is working with Adler to implement The Wednesday Revolution and other elements of the Proposal in schools all over the country. National Paideia conferences for teachers and principals have been held in Aspen, Colorado, Wye Plantation in Maryland, and in Chicago.

On September 20, 1988, the National Paideia Center opened its headquarters on the campus of the University of North Carolina at Chapel Hill, where two symposiums have been held for over 300 teachers, principals, and other administrators. Supported by funds from the state university system and from private funds, the Center will provide training in seminar teaching and other assistance to schools interested in implementing Paideia. On November 17, 1988, Adler addressed participants of the second symposium. He told participants that he believes that it will be well into the next century before the long lasting and significant changes he proposes will occur. Although he seemed to accept the difficulties of the global changes he recommends, Adler remained resolute in his challenge to

educators to take the first steps toward making these school reforms a reality.

The portraits presented in this study reflect the efforts of educators who have embraced the principles (see Appendix C) of the Proposal and who have accepted Adler's challenge to reform their schools with Paideia. Chapter IV presents the portraits of four schools engaged in implementing Paideia. The portraits are written from the researcher's inside view gained through her observations and interviews conducted during on-site visits and from her examination of each school's written documents. The portraits are a portrayal of both the changes and the conservation of the cultural artifacts of the schools as each evolves toward the Paideia model.

CHAPTER IV
PORTRAITS OF FOUR SCHOOLS

Shroder Paideia Junior High School

Shroder Paideia Junior High School is located in Kennedy Heights, one of several communities in the greater Cincinnati, Ohio, area. Built in 1956, the school had been a neighborhood school with a one time student population of over 1,000. The neighborhood school closed in June of 1986 and opened again in August of 1986 as Shroder Paideia Junior High School, one of the first Paideia schools in the nation.

The school, located in a cul-de-sac just off a busy street, is cradled by the surrounding community of older fine homes and clean, neat streets and yards. In many ways the location is an unlikely place for a large, sprawling school building and grounds. The street leading to the school is narrow and partially hidden by trees and homes. School bus traffic and cars belonging to nearby residents share the crowded area. The large cul-de-sac, bordering the school grounds, accommodates the more than 12 buses that load and unload the 450 Shroder students each day.

Although the school is located within the city limits, the area seems far removed from the immense city of Cincinnati, a city of about 350,000 residents. The city was once known as the "Queen City of the West" until it was

overtaken in importance by Chicago and Cleveland. Because of the pork industry the city became wealthy long before its rivals. This industry is largely responsible for the soap industry that is central to the city's economy today. (World Book Encyclopedia, 1984, p.430)

The city is home to Proctor and Gamble, reported to be one of the largest advertisers on earth, and to Ivory soap. Recently, during the city's bicentennial, four bronze flying pigs were placed atop a sculpture in Sawyer Park, commemorating the city's history. The event, which made the national news, raised the ire of many of Cincinnati's citizens, who do not look proudly on the hog slaughtering history of the city.

Cincinnati has a diverse cultural heritage, including a German population, which has left a distinctive mark on the city's architecture and culture. During the 1930's so many German immigrants were floating into the city by way of the old Erie Canal which ran under the city, that local folks renamed the area "Over-the-Rhine." In time the community became well known for its German beer gardens and German singing societies. (1984, p.432)

Today tall church steeples dot the landscape in the area, and everywhere there are signs of urban renewal. Tall skinny townhouses, now painted in shades of every color, provide a sharp contrast to scores of modern buildings. Riverfront Stadium, a city landmark and home to the

Cincinnati Reds and the Cincinnati Bengals, and the Proctor and Gamble Twin Towers are nearby. As I crossed the bridge over the Ohio River, this spectacular view was my first introduction to the city of Cincinnati.

The Setting

I arrived at my hotel on Sunday afternoon to find that Rosa Blackwell, the school principal, had left a large folder of information for me. I spent several hours reading so I could acquaint myself with the Shroder program. The folder was filled with Paideia newsletters that are regularly mailed to parents. The newsletters are large two-page professionally printed papers, providing information on programs from the perspective of parents, students, and staff. My materials also contained student schedules, faculty schedules, program guidelines, and annual reports. (see Appendix D) The school organization reflected in these materials astounded me. By the time I finished reading, I had a comprehensive introduction to Shroder Paideia Junior High School.

I arrived at the school after a short drive from my hotel through the Kennedy Heights neighborhood. I missed the entrance to the school on my first try; so I spent several minutes searching for the right street. Since it was nearly time for school to begin, the streets were filled with children. I thought having children everywhere would make it easy for me to find the right street. However, I

discovered that there was more than one school in the neighborhood. Eventually, I found the street and drove to the school parking lot. By the time I arrived at the school, classes had started. The quiet surrounding the school made my long walk up the sidewalk that connects the cul-de-sac and parking area to the main entrance of the school seem even longer.

Schroder Paideia Junior High School is a substantial, attractive brick two story building with a large story and a half, glassed enclosed foyer. On the left the foyer opens into a large auditorium, and to the right are offices and a classroom wing. Another classroom wing is directly in front of the main entrance which is on the ground level at the end of the sidewalk. The second level is built partially below ground, against a gradually sloping hillside, affording this level a ground entrance on the back side of the building. The cafeteria and a classroom wing are located on this level.

Although the building is not very different from most school buildings, it is a strikingly well built facility, with cream colored ceramic tile halfway up the walls in the halls and the offices and in most classrooms. The building shows little wear from the 30 years it has served students. Parts of the building are still being renovated to accommodate program needs and the increased student population. Because of the 15 additional teachers over the

normal student/teacher allotment, there are not enough classrooms to accommodate every teacher. Often, two teachers share a room.

Classrooms vary in types and sizes. Because of the program design classrooms have been set up for coaching, didactic instruction, and seminars. Some classrooms, set up with long tables, are designated as seminar rooms and others are coaching labs which have tables where several students sit together. Some classrooms, particularly didactic classrooms, contain individual student desks. Most classrooms are large, with windows that cover one side. The main level classroom wings face an attractive open courtyard.

In addition to the classrooms described, the school has a large well-equipped home economics classroom, and several computer labs are available. One large lab is used for typing and computer instruction. The library has a large computer lab area, and one of the writing labs has computers for word processing. Just behind the stage in the auditorium, a large room has been set aside for music and drama.

The building and the grounds are immaculate. A concern for excellence is noticeable everywhere from the moment the visitor enters the school. Just inside the foyer and over the doors that lead into the main reception area, a white banner signifies in red letters that the school is a James

N. Jacobs Merit School Award winner for the 1986-87 school year. Sparkling terrazzo floors and waist high marble wall panels catch the morning sunlight in the spacious foyer/reception area. Baskets of tropical plants in the area almost create a sunroom effect. On one wall a large banner proclaims the mission of the school and welcomes visitors to Paideia Critical Thinking School. On another wall banners advertize the support the school receives through a partnership with a local industrial group, Fifth Third Bank. On another wall is a large framed certificate of the merit school award. Just down the main hall, adjoining the foyer, there is a large bulletin board with the words, "We've got the Paideia Idea," printed in large letters across the top. Below the letters, on eight large paper light bulbs, the basic Paideia principles are inscribed.

The foyer is a major thoroughfare for students and the faculty. At each bell two security guards keep a watchful eye on the students as they pass and as they enter and leave school. The security guards are also responsible for attendance accounting and the clinic.

I had never heard the term "pass" used to describe the changing of classes until I came to Shroder. For the first few hours I was in the building, I was puzzled when I heard Rosa talk about the students passing. I later found out that "passing" is a major event, even though it happens

often since the school is on an eight period day. Two bells ring four minutes apart approximately every 40 minutes. When the bells ring, the security guards and teachers patrol the halls, urging their young charges to hurry on to classes. Shroder students are supervised throughout the day. There is a great effort to assure that the school is a safe and secure place for every student.

During my first tour of the building and throughout my stay, I marveled at the condition of the building and grounds. It seemed to me that not one blade of grass was out of place. I never saw more than an occasional trace of paper on the floors, in the halls, or in the classrooms. There was no paper anywhere on the grounds.

I commented to Rosa on my impressions of the building. She told me the building is always clean and well maintained. "I want this school clean and well kept", she said. "It may be the only place some of these students will ever see that is clean, orderly, and safe." After complimenting one of the custodians on the excellent condition of the building, I asked him how he ever kept the building so spotless. He answered, "We stay on top of it. She won't have it no other way." In many ways the custodian's words sum up what many people in the school say about Rosa. She simply expects that things will be excellent, and she will not settle for less.

The Paideia Idea

The school and community had settled for less during the years preceding the opening of Shroder Paideia. Over the years the exodus of the white population to the suburbs resulted in a serious decline in student enrollment and a racial imbalance the courts could not uphold. In the final year of operation, the enrollment of Shroder Junior High School had shrunk to 383 with the black population at 90%. Under court order to solve the racial imbalance, the Cincinnati Board of Education and the community searched for ways to keep the school open and to attract people to the building.

The idea for the Paideia program came from former assistant superintendent, Dr. Bill Dupree, who was familiar with Adler's work. Dupree believed the Paideia concept had merit for the Cincinnati schools. He introduced his idea to the Cincinnati Board of Education, who approved the plan. Previously, the Board had approved a number of alternative programs as an answer to the changing needs of the city population. Instead of closing Shroder Junior High School, the Board of Education chose to close the former program and to open a new alternative program, Shroder Paideia Junior High School.

In April of 1986, Dupree contacted Rosa, who was principal of one of the city's elementary schools, and asked her to take the job as principal of Shroder Paideia Junior

High School. Dupree's phone call to Rosa was her first introduction to Paideia. Rosa reports that she was so intrigued by the prospects of opening a new school that she rushed out immediately, bought Adler's books on Paideia, and began reading and studying for her new role. "When I read 'the best education for the best is the best education for all,' I became excited," she said. "I thought that true quality integrated education is possible. I felt positive."

Positive is probably one of the best ways to describe Rosa. She is in her early forties, about five feet six inches tall, trim, and full of energy. Gracious and sincere, she is in every sense of the word, a lady. Her large deep brown eyes are sensitive and caring, and she has a smile that nearly covers her face when she laughs. Rosa wears her brown hair cropped short. She is attractive and stylish in her dress. Her appearance and professional manner seem to have inspired everyone in the school.

On the whole, her faculty is unusually professional looking, something Rosa takes pride in. With few exceptions, all of the men wear dress shirts and ties; and, for the most part, all of the women wear professional looking dresses, skirts, or suits. A few women wear pants outfits. I did not see any teacher dressed in jeans. Rosa does not uphold sloppiness either in appearance or manner, nor does she allow the staff to go through the halls drinking coffee or eating.

From Neighborhood School to Alternative School

When the decision was made to change the traditional program at Shroder to an alternative program, the change in programs meant not only adopting a new model for the school, but it also meant that the community had to give up its neighborhood school, a change that was difficult for some. The two Shroder secretaries, both of whom are black, stayed on after the change in the school program, and both told me they were sad to see the neighborhood school go.

Princess Hutchinson, the head secretary, has been with the school for 11 years and she is disappointed to see the end of the neighborhood concept. She said, "I don't think you can legislate people to get together. It is something people must initiate on their own." Princess talked about several alternative programs in the city. Her children go to two different programs. "Some of these programs," she said, "are strictly academic, elitist schools that cause a lot of stress." One of her children is in an international program, which she described as less stressful. "One of the things I think characterizes the Shroder program, as different from some of the rest is teacher concern and warmth," she said.

Another secretary, Vicky Isome, described the changes she had seen from the former school as drastic. She explained, "There has been a change in philosophy and extra monies have been allocated. This is a very different

program." Some also has school age children who are in other schools. She told me she prefers schools closer home--as close to the neighborhood concept as possible--saying, "It is simply more convenient for me."

The fact that Shroder is a very different program may partially account for the reluctance of teachers in the former program to stay with the alternative program. When the former program was closed, teachers were offered an opportunity to apply for positions; none chose to stay.

One of Rosa's first responsibilities was to recruit teachers and students for the school. After I asked her what she looked for during the interview process for teachers, she responded:

I listened for teachers who were willing to go out of their way to help their students be successful. I looked for compatible teaching strategies and successful teaching and college experiences. More than anything, I relied on my "gut" feeling about each one. I also worked to achieve a racial balance among the faculty. The teachers who chose to come wanted to come and they like being here.

Every Shroder teacher I talked with confirmed Rosa's words. They like being in the school and they love the program. Shroder teachers are attractive and bright, with a good mix of ages and interests. One teacher is a former principal in a private school. Another is just out of college and several others are not far from retirement. Although Rosa looks for a match in philosophy in choosing her teachers, the only parameter governing her selection is racial balance. Rosa is black, and her assistant principal

is white. There are a few more white teachers than black in the school.

The same concern for a racial balance applies to the selection of students. Although black students somewhat outnumber the white students, there seems to be a good balance. Other than racial considerations, there are no requirements for admitting students to the program. Any student in the city may apply. Shroder students come from all parts of the city, and they represent all abilities--from the very bright to students who need special education.

During the change in program, all of the rising ninth grade students were invited to stay. Applications were taken from prospective seventh and eighth grade students and applications were taken to fill any places vacated by ninth grade students who chose not to stay. One hundred and eighty students were admitted the first year. Each year since the school opened the enrollment has increased until this year it reached capacity at 450. Rosa plans to hold the enrollment at this level. Holding enrollment at 450 may be difficult because of the popularity of the program. This year applications far exceeded the number of students who could be admitted.

Shroder students are among some of the most beautiful children I have ever seen. Even though some come from deprived economic backgrounds, most dress very well. They are neat and clean, and, although they reflect a wide range

of individual styles, their styles must stay within the limits of acceptable dress within the school. Several times I observed Rosa reminding one of her "young men" to button his shirt up. Plunging necklines for either boys or girls are not acceptable. For the most part, the students seem to respect these high expectations.

High expectations for behavior and dress and for academics are clearly understood in the school. The student folder spells out the rules that govern behavior and dress, and all students understand that they will be subjected to the tough scrutiny of their teachers. Detention hall is held every afternoon for students who fail to do their homework or for students who are not passing their subjects. The school also instituted the Homework Mentor Program in which teachers monitor student homework and contact parents on a regular basis. Saturday school is an alternative for students failing to do assignments and also an alternative to suspensions. And to inspire students to complete school, in 1987 the school sponsored a College Mentor Program in association with the University of Cincinnati for seventh grade students. In this program seventh grade students were matched with a university student to tour the campus and to visit classes.

When the last bell rings in the afternoon, it is almost as if the day were starting over, as many students stay after school for sports, special activities, or detention.

Even though students apply for admission to the school, many teachers see some of them as coming to the school not wanting to do the work. Although many continue to hate homework, after a time teachers see many students more willing to share with each other and more confident that they can do the work.

Students receive a great deal of support from the assistant principal, Robert Suess. Suess is in the halls between every class change and in any other place where students congregate. Suess loves the concept of the school, especially the fact there is no tracking. He said, "I think tracking is wrong. It lowers expectations."

Suess believes the school has a distinct advantage because the teachers, students and parents want to come. He confided, "When a school issues an invitation to children to come then there is a commitment to those children." In fact, Suess favors a voucher system in education that would place more parents and students in the position of choosing a school they want to come to. He said, "This would improve education. When the school recruits, then it owes the parents the very best."

Suess is a handsome man in his late thirties. He is immaculately groomed and his uniform seems to be a standard dark suit, white shirt, and tie. He is intense about the business of education and seems to have little time for anything else. Rosa told me that he often gives his

Saturdays to the school, personally working with the students.

Suess remained a mystery to me throughout my visit. He never engaged in any casual conversation with me, and he grudgingly gave me an appointment so I could talk with him. During our conversation I found much in Suess to admire. He is enthusiastic and highly dedicated to the school. He told me that at the present time he has no desire to be anywhere but where he is. I noticed that Suess and Rosa always addressed each other, whether in reference or in person, as Mr. Suess and Mrs. Blackwell. This formality did not reflect the close working relationship the two had. Both Rosa and Suess expressed their deep admiration for each other. The formality, which was the norm for the school, seemed to convey a sense of respect more than anything else. I did not hear anyone call Rosa by her first name, and she refers to all of her students as "young ladies" and "young men." The same formality carries over into seminars, where all of the students have name cards, and are referred to as "Miss" or "Mr." by teachers and students alike.

Both Suess and Rosa talked about the teachers wanting to be in the school. Their perceptions seem to be accurate about both the teachers' desire to be in the school and the students' desire to be there. Repeatedly teachers told me that coming to the school was the best thing that had ever happened to them. One teacher told me she felt as though

she had died and gone to heaven. Another told me that in six weeks she had already had more contact with other teachers at Shroder than she had experienced in three years of teaching at other schools. Still another teacher praised the professional, collegial atmosphere of the school and the support the administrators give to the staff. In turn the teachers give support to their students. Frequently I heard teachers offer to stay after school to help their students. I also noted that, even though a union contract states that teachers can leave at 2:30, the parking lot is often full at 3:30.

An Award Winning School

From the beginning, Rosa embraced the Paideia concept with enthusiasm and with the determination needed to make Shroder Paideia Junior High School a school of excellence. Her determination began paying off after only one year in operation. At the end of the 1986-87 school year, the school received the coveted James M. Jacobs Award as a Merit School for its design for school excellence. In the same year the school was also recognized as a Center of Excellence by the National Council of Teachers of English. Shroder Paideia has been cited by Adler as an outstanding example of the Paideia program in action.

Rosa has been so successful that she is now a Paideia Associate. In this capacity Rosa often works with Adler and other members of his team to conduct conferences and to

consult with individual schools. She has conducted seminars at two conferences on the campus of the University of North Carolina at Chapel Hill, one in the fall of 1987 and the second in the fall of 1988.

A Very Different Program

Shroder Paideia has been described as a very different program--both by persons inside the school and by those who visit. Because Shroder is an alternative school, the primary purpose of the program is to provide a program that is different from the traditional program. With Paideia to guide the philosophy, the restructuring process has resulted in a unique program. I asked Rosa about the unique aspects of the Shroder program. She described a curriculum totally organized around Adler's three columns with a schedule that includes time for didactic instruction, coaching, and seminars. She explained:

We have a one-track curriculum, no electives, manual training but no vocational training as such. Of all, the seminar is the most unique aspect of Paideia, and this is an area where we have put a great deal of our staff development time.

All of the Shroder teachers have participated in seminars and have had training in conducting seminars. During the summer of 1986, before the school was to open in the fall, Rosa talked with educators from the Chicago Paideia program, which has been in operation since 1984, and she and eleven teachers spent eight weeks at St. John's University in New Mexico, participating in seminars and

gaining an understanding of the seminar approach to teaching and learning. The St. John's program, which is recommended by the Paideia Associates and Adler, is a unique liberal arts program focusing on the humanities, almost entirely through a seminar approach. The experience at St. John's sold Rosa and her teachers on the value of seminars and inspired them to continue learning; the program also prepared them to assist with the training of other teachers.

Staff development is ongoing at Shroder. All teachers have had Junior Great Books training, and a minimum of seven staff seminars are scheduled during the year after school on regular faculty meeting days. Rosa works each summer with her new teachers in a five week version of the St. John's program offered by Xavier University in Cincinnati.

With critical thinking as the primary emphasis of the school, and the seminar as a key teaching strategy, the importance of selecting quality literature and organizing an effective program is reflected throughout the school. Seminar guidelines state that planning seminars, selecting readings, developing questions, and conducting the seminars are responsibilities of the entire staff, including the administrators.

The school has a plan called the Academic Correlation Model, a plan for an interdisciplinary approach to the curriculum. Correlation teams have the responsibility for coordinating the selection of seminar readings. These teams

are composed of two representatives each from the English, social studies, science, and math departments, and one representative from the fine arts. The teams make the final selections of readings from recommendations received from the staff. All readings are original works, which must support an interdisciplinary approach. School-wide reading lists are published, and written guidelines provide the specific requirements for seminars.

Seminars are held in a structured setting. Eighty minutes of uninterrupted time is set aside during the eight period school day. There is no Wednesday Revolution in the sense that seminars all occur on one day during a particular block of time. The seminar is built into the regular schedule to allow every student, with the exception of a few special education students, to have a seminar once a week. Seminars begin promptly with a five minute student writing assignment, and seminars conclude with a second five minute writing assignment. All seminar groups are small with 10-15 students and two leaders. The leaders are generally not from the same department, thus further enhancing the school emphasis on an interdisciplinary approach. During the seminar one leader keeps records of student performance. Seminar guidelines suggest that quarterly individual oral examinations be given.

I visited several seminars during my visit. The seminars are held in special seminar classrooms or in the

library. All students have name cards, and all sit around the tables. In every seminar I observed, the leaders had placed one key question on the chalkboard. This question served as the basis for both seminar writing assignments. All other questions came from the discussion with the students.

The seminars I observed varied in the amount of student participation. One seminar was composed of only eight students with the two leaders. Although only one of the students failed to participate, the discussion was flat and did not seem to hold the students' interest. The leaders had a difficult time getting students to open up and talk. I later learned that this was a new group of seventh grade students who had not had seminars before. However, I was concerned that the small number of students and two leaders could have inhibited the students.

In another seminar John Updike's "The Alligator" was used with 13 students. During this seminar the leaders worked to have all students involved by having them share their writing. The discussion was livelier than the first and more students were willing to participate. Generally students supported their responses based on the text. The leaders were excellent in relentlessly pursuing their questions and in demanding clarity in thinking from their students. In other seminars I observed I heard lively

student discussion and arguments between students expressing their individual points of view.

The last seminar I visited turned out to be the most exciting, and it was more indicative of most Shroder seminars. The students were 12 eight graders. The seminar, which was held in the library, was led by a math teacher and a history teacher. The story for the seminar was "The Epic of Gildamesh." When I arrived the students were well into their discussion. They were discussing the moral issue of killing animals. A student was relating an episode from the story about the killing of a bird. One of the leaders asked if it was right to kill the bird. Another student spoke up to say that he knew it was wrong to kill anything because it said so in the Bible. The boy poignantly shared what his mama had told about the Bible. He told the students that his mama had taught him that it was wrong to kill anything. Most students were nodding their heads in agreement when the leader posed another question. "If it is wrong to kill any living thing, then is it wrong for us to eat meat?" Students quickly asserted that it was okay to kill for food but any other kind of killing was wrong. Next the leader asked about killing in war. Then the students began to take sides on the issue of war.

This seminar discussion was lively and it touched on issues that demanded a high degree of critical thinking. The issues were not resolved for all students, although some

students seemed to have resolved some of the issues for themselves. At the end of the seminar, the students had the opportunity to write for five minutes on how their understanding of one of the major issues in the story had changed because of the discussion.

I asked one ninth grade student, who was in her third year at Shroder, how she felt about the seminars and about the school in general. She liked seminars, and she told me:

In this school you understand. People don't just tell you things. I know a boy that really, really impressed me. He has made outstanding progress from not being able to speak up to taking part in everything. I believe this is because of the good work environment and because the teachers are more personal. Everyone knows your name. I like the personal touch. I trust people more.

The element of trust this student talked about seems to be the key to whether students open up in seminars or not. Trust seemed to have been established in the classes where students had been together before and knew each other and their leaders.

Most Shroder teachers love seminars. Their enthusiasm shows, and they are anxious to share their successes with Rosa, whom they regard as a very good seminar leader. One teacher said, "Mrs. Blackwell is so good. She is like a dog worrying with a bone. She doesn't give up. She works until she gets the ideas out of her students."

One new teacher is skeptical about the results of seminars:

I don't think my ninth grade students are really involved in seminars. I am not sure this is active learning. Sometimes the seminars are flat. Nothing in college prepared me for the seminar approach.

A parent told me that she had chosen Shroder Paideia for her child because she wanted him to be able to express himself and to think critically. She had this to say:

I can see a change in my child over the year he has been here. Seminars have helped him express himself more effectively, and coaching has helped him polish his skills.

Another parent expressed his pleasure with the program saying that the teachers and staff are outstanding in their concern for children. He said, "Their methods for teaching critical thinking skills are excellent."

Coaching is another key to the success of the Shroder program. With the eight period schedule and the fifteen additional teachers that have been hired through special funds, Rosa and Suesse have been able to provide double period coaching labs with two coaches for all students in all major subject areas and writing. Generally 23-25 students are assigned to each lab.

In the labs the emphasis is on polishing and developing skills. The approach is interdisciplinary. In the writing and the reading/language labs the assignments correlate with the seminar for the week. The reading materials and the writing assignments are the same for all of the labs. In the reading labs teachers coach their students on the seminar reading for the next day. During the labs, teachers

work with individuals and with the entire group. Throughout the entire double period, the coaches interact with each other and with their students. The labs are informal and activity oriented. I was told that many of the math labs feature hands-on activities. In the writing labs students occasionally have opportunities to publish their own books, something students love. They explained their program this way:

We really enjoy using the word processor to edit and rewrite our books. We were so enthusiastic about our stories we didn't want to stop writing them. It's nice to have a writing lab because it gives us more time to improve our writing skills. We are proud of what we can accomplish, and it makes us feel good about ourselves. (Piercy & McIntire, 1986, p.1)

Didactic instruction is scheduled and is understood to be primarily lecture, where students are given the knowledge base for their learning. Didactic classes are larger. One class I observed had over 30 students, but most average around 25. One didactic class I observed was a biology class. The period was approximately 40 minutes long. As the students arrived the teacher quickly checked attendance and immediately stated the objectives for the day. This class was studying metric measurement which they would need for some of their labs. The teacher was highly capable and she worked to incorporate an element of hands-on activity and discussion as she presented a body of information. As the students took notes, they worked with metric rulers. Even with the efforts of the teacher to make the lesson

interesting and relevant, some students were passive and not interested. Although the class was didactic, there was evidence of the influence of the Socratic questioning used in seminars. This was true in other didactic classes I observed. I was impressed that Shroder teachers seem willing to do anything they can to see that their students understand.

All teachers conduct seminars, but not all teachers are coaches and not all teachers are didactic teachers. Teachers are assigned specifically for coaching or didactic teaching responsibilities. The assignment plan seems to guarantee that all three types of teaching and learning will occur. It also guarantees that teachers understand their roles.

Some didactic teachers told me that the planning for their classes was staggering at times and that the large numbers of students made the paper work difficult. One of these same teachers told me how much the program had meant to her:

I want to think that my contribution has been students able to participate in the democratic process. And the intellectual stimulation of faculty seminars is great. If you love your profession, then it is all worthwhile. This is my contribution to future citizens.

Even with the occasional frustrations that teachers sometimes express, the overwhelming majority of Shroder teachers seem to believe in what they are doing. Most told me that their teaching has not changed since they came to

the school. Many believe they have always been questioning teachers. One said, "Now it is just better because we are all working toward the same goals." Another teacher told me she had become more demanding of logical deductive reasoning and others spoke of learning to work in the collaborative environment. Another teacher's comment seemed to have nothing to do with Paideia any more than any other program. He simply seemed disillusioned that teaching was not what he had expected it to be. Others spoke of their love for the interdisciplinary approach and teaming. One of the teachers commented, "The strength of our school is teachers working together."

How Effective Is The Program?

On my last day at Shroder, I had an opportunity to talk with John Clark, who coordinates and reports school test results and evaluations for the city. He presented Rosa with the most recent achievement test results for the city with a comparison of Shroder results. He also presented reports of a parent and staff survey conducted in March, 1988.

The achievement gains for Shroder were not typical of the district gains. On the California Achievement Test the school district had a small loss in reading, while Shroder had a gain. The Shroder math gain was better than the system average and better than other alternative programs in the district. On tests of essential skills, Shroder's

reading scores were better than the district, while the math scores for seventh grade were slightly below the system. Too, ninth grade scores were above the system.

The results of the March parent survey indicate that a high percentage, well over 71-77% of parents, see an improvement in their child over what they had seen in their former school, and 34% see a great deal of improvement. At least 90% of the parents report that they check homework at least occasionally, and 52% report that they frequently check homework.

When a survey was conducted to assess teacher attitudes toward student improvement in communication and in the extent to which students participate in the decision making process, over 91% of the teachers felt their students had improved in communication skills, and over 40% thought their students had improved considerably. Eighty percent of the teachers reported providing several ways in which students are afforded an opportunity to provide input in decision making.

On another traditional measure of success, attendance, Shroder does very well. The 1986-87 annual report lists the average daily attendance for the 189 students enrolled as 179 or 94%. For the 1987-88 school year attendance was 95%. Thus far, for the first quarter of the 1988-89 school year attendance figures are also at 95%.

Even though Rosa is receiving positive reports about the program, she acknowledged that there are still obstacles to overcome:

I am always concerned with acclimating new teachers to this system, and I am concerned with funding when our grant runs out. I don't want other people to think this can't be done with fewer teachers. It will just be something we will have to work on. This is a different approach, but many things don't have anything to do with Paideia. I know that students this age come to school to enjoy life. The difference here is that we provide the support base to make things happen. We are not omnipotent but we can make a difference. When we make the light come on, finally, it is a greater beam.

There does seem to be a greater beam at Shroder than found in many schools. Students have learned to speak up, to think critically in seminars, and they have learned to work cooperatively with each other.

The school has overcome many obstacles. The first was the resentment felt by many of the ninth grade students who did not want to give up their old school. Next came the problem of attracting teachers and students to the school and easing the hurt the community felt over losing the neighborhood school. One of the biggest hurdles was scheduling. Rosa credits Suess with the master plan for the eight period day that incorporates all aspects of Paideia. The interdisciplinary approach and team teaching have been adjustments for teachers, but adjustments that have brought them a high degree of satisfaction. Some teachers feel that more needs to be done for students in the way of guidance. And finally, the biggest hurdle may yet come--the

elimination of special funding that has financed the lowered student/teacher ratio.

Rosa says the reduction of funds will not keep the school from pursuing its goals, and she is anxious for other schools to know that fewer teachers should not mean the job cannot be done. Even without extra funds, it is doubtful that Shroder Paideia will ever give up on actively involving its students in thinking and learning. It is doubtful the school will ever retreat from the essence of an old Chinese proverb that hangs in Rosa's office.

Tell me, I forget.
Show me, I remember.
Involve me, I understand.

Andover High School

A Commitment to Reform

Andover High School is the only high school in Andover, Massachusetts, a town of approximately 27,000 located 20 minutes north of Boston in an area of neighboring small towns. The town is the wealthiest municipality in the area and one of the most affluent in the state. The town combines quaint shops, high church steeples, and friendly "folk" with beautiful residential areas and the impressive Phillips Academy. Phillips is a renowned private school drawing its clientel from all over the United States and the world. The ivy league appearance of the Academy suggests the caliber of students attracted to the school. George Bush is one of the Academy's more eminent graduates, and

and Theodore Sizer, author of Horace's Compromise and head of the Coalition of Essential Schools, is a former headmaster. Although Phillips Academy cannot be given all of the credit for the emphasis on education in Andover, it certainly sets the tone.

My visit to Andover was arranged by Lois Haslam, Assistant Superintendent for Curriculum and Instruction for the Andover Schools. Lois and I had become acquainted through a networking project I had undertaken a year earlier. We had exchanged ideas about Paideia, both through correspondence and by phone. When Mortimer Adler recommended that I visit Andover, I jumped at the chance.

When I saw Lois for the first time, she was not at all what I had expected. Because of her powerful voice, I had imagined someone much larger and a bit more formal. Instead, I met a tiny woman with a dynamic personality, a woman who is open, approachable, and passionate about education. As Lois talks and moves--she does both at a breakneck speed--she energizes everyone around her. Her enthusiasm is infectious. Following a recent Paideia Conference at Wye Conference Center, two of my colleagues described her as the most able of the Conference participants. Both were amazed at her ability to organize data and to consolidate information for the group. With her energy, enthusiasm, and zest for living, it is not

surprising that Lois is the driving force behind the Paideia movement in Andover.

Lois became acquainted with Paideia when she was invited to Harvard to hear Adler unveil his plan for schools. Gradually, other administrators in her district became interested; and in the last three years, under her leadership and that of Superintendent Kenneth R. Seifert, steps have been taken to implement the Wednesday Revolution at the elementary and junior high levels and to introduce a pilot program at the high school. The school system has adopted the following system-wide goals that will guide the program. These goals are:

1. to provide all students K-12 with an opportunity to engage in a Paideia seminar once per month
2. to complete staff training: three Paideia inservice offerings
3. to run three Wednesday Revolution pilots: one elementary, one middle school, one high school
4. to work collaboratively with Horace Mann Paideia leaders in planning and leading seminars
5. to have principals conduct staff/student seminars at least three times a year
6. to run a regional spring conference - 1989
(Seifert, p.3,1988)

This is the third year of the five year plan prepared by Seifert and Haslam, which delineates the direction Paideia will take in Andover. Under Haslam's guidance and with the leadership of Horace Mann Paideia teachers, faculties from the Andover Schools have opportunities to participate in and conduct seminars, refine questioning techniques, and develop an understanding for the Paideia Curricular Framework. Parents have also been included in

seminars. Haslam reports that the system is trying to reduce lecture time and establish a more effective balance among Adler's three columns at all grade levels. This year, teachers have been asked to allot 20% of their time in lecture/response (discussion of the knowledge base), 40% in coaching (practice, analysis, skills training), and 40% in application (follow-up project related to enlarged understanding). According to Haslam, these steps to promote higher level thinking among Andover students would have been taken even without Paideia.

However, because of the leadership offered by the Horace Mann Paideia teachers and the support offered through the district administrators, the Paideia movement is center stage. Horace Mann Paideia teachers, hired through special grants, work with another group of specially hired teachers, Seminar Developers, to plan and/or pilot the Wednesday Revolution and to facilitate site collaboration efforts.

On the third day of my visit to Andover, Lois invited me to tour the town and to have lunch at Phillips Academy. As we drove through the main street of Andover, along tree lined residential areas and by most of the schools, Lois told me about the community. She described the community as pluralist, filled with old Yankee money, and hosting a small blue collar district. The pluralism Lois described seems to be primarily cultural rather than racial. There is a small Hispanic and Oriental population, but, apparently, few

blacks. Of the blacks in the community, one group is described as very well off, and the second is residential students who are in the community as part of a special program to place inner city blacks in suburban settings. These students, most of whom are girls, attend Andover High.

As we toured, I noticed that the so-called blue collar district looks like many small Southern towns and some that I had seen in Vermont. The houses, while not opulent, were neat, well kept, and attractive. In the more well-to-do areas the homes and surrounding grounds look prestigious. These areas boast both the contemporary and the majestic time worn-homes of the past. Due to the expense of housing in Andover, a number of teachers told me that few of them can afford to live in the area.

Historically the community has held high expectations for its educational program. The close proximity to ivy league institutions promotes intense parent interest in having their children enter such schools as Harvard, Yale, and Princeton. According to Haslam, a story has circulated in the community for many years that Andover expectant mothers sleep with McGuffey readers on their stomachs to assure their children's acceptance to Harvard. Now, she says, "It is computers. When our achievement tests fall below 95% then everyone is worried. We generally maintain an across the board 95% level."

Andover schools are somewhat modern, at least in comparison to some areas. Most appeared to have been built in the late sixties or early seventies. One of the more recent buildings, Bancroft Elementary, is a whimsical, castle-like structure. Built in one of the more affluent sections of the town, the school appears to be more like a private school than a public one, not only in structure, I learned, but also in clientele. Certainly no expense had been spared in its design or construction. The carpeted interior features a two storied entrance foyer with richly paneled walls. The library, which is at the center of the building, opens into all classrooms and hosts an impressive computer lab, which will serve twenty-six students. In addition, there are computers in the classrooms. Everywhere, one sees the trappings of an affluent school, from the details in building design to vases of flowers prominently displayed on the foyer tables.

The Andover area has a strong private school tradition, with Phillips Academy being the most prominent. When I inquired about the impact of Phillips Academy on the high school, I was told that the impact was not great. Only about 5% of students from the town attend. However, the perception among the high schools teachers is that they lose their best students to Phillips and, even occasionally, their best teachers.

Everyone describes the administration of the Andover Schools as being committed to putting Andover on the map. One way the administration is attempting to call attention to their schools is through the Paideia program. Haslam drove me by the central office building and showed me the beginnings of a Paideia resources center for teachers and she proudly pointed out one of her triumphs, a permanent seminar area for administrative seminars and inservice groups. The resources in these offices reflected the progressive attitudes of the administration and the commitment it has to building a strong effective system.

The Setting

Since I arrived in Andover after dark, it was not until the next morning that I realized that the whole area was ablaze with fall colors, some of the most brilliant I had ever seen. The colors provided a spectacular setting for my first visit to the area. Even though Andover is only 20 minutes from Boston, the flavor of the area is more "small town" than anything else. The school system is relatively small, one high school, two middle schools, and four elementary schools. It seems to be a warm and personal system that allows Haslam to know all of the teachers.

The high school is located near the heart of the town in a complex that includes a middle school, athletic fields and tennis courts. The high school building, which is to the rear of the complex, is a three story modern brick

building built in 1967. The gym and the Collins Center are adjacent to the main building. The Collins Center is an impressive auditorium that seats well over 1,000 persons. The blue upholstered theater seats, carpeted aisles, and orchestra pit clearly set this auditorium apart from those generally found in schools. The principal, Wil Hixon, explained that the Center was built as a cultural center not only for the school but also for the entire community. Its huge stage, dressing rooms, and prop preparation areas are the amenities of a big city theater. The Center has its own ticket office and staff, which is responsible for a regular schedule of cultural events open to the public and to the school. Included within the Collins Center are music and drama areas that also serve the high school.

Due to a problem in arranging transportation to Andover High School, I arrived late for my first visit. By the time I arrived, students were in class, and the giant entrance foyer was empty with the exception of a teacher who was on duty and an occasional student. Although I was in a hurry to find my way to the English Department and Nancy Finneran, my host for the visit, I stopped to look at the expansive two storied brick and concrete foyer and to get my bearings in the building.

The two story foyer, located on the first floor, is in the center of the building. Classroom wings extend to the front and sides on three levels. The cafeteria, graphic

arts, and vocational areas are on the ground level along with the entrance to the Collins Center. From the second story, balconies overlook the foyer. Colorful banners in shades of orange and bright blue hang lazily from the ceilings, and brightly painted relief type murals adorn the walls just under each balcony. One mural depicts the four seasons, and the second is a collage of faceless students. Large student-made banners hang in various locations to announce the many activities underway for Fall Spirit week. The library and the library annex are on each side of the foyer. The library, with its high ceilings and rows of individual study carrels, is a quiet, serious study area. It is also an area that is now combining high technology with the traditional books and encyclopedias. Students and teachers can request an ERIC search made possible by the networking computer system available in the library. Across the hall from the library, the annex provides a smaller area where informal groups of tables invite small group and individual work. Students in this area are permitted to talk quietly and study together.

The building seems to contain endless rows of classrooms. Most of the classrooms are spacious, some large enough to hold double classes. Many have large draped windows looking out on the campus. All teachers I talked with complained about the poor acoustics and the sometimes inadequate ventilation system. They complained that the

classrooms lack carpet. The only carpeted areas are the library, office, and the Collins Center. Every sound seems to reverberate off the cinder block walls and tile floors. Teachers hope that the classrooms will be carpeted soon. Although there is often an assortment of paper and odds and ends that have fallen out of lockers, the school is generally clean and well cared for. With the exception of the old metal lockers, the building shows little sign of serious wear. Even with the problems that are apparent, attempts have been made everywhere to have a school that is comfortable for teachers and students. The learning and life space of students and teachers of Andover is considered important.

Andover is the home of the Golden Warriors. In the cafeteria a large golden silhouette of an Indian chief painted on the luminous blue wall captures the school spirit that is so evident in the students. Students can relax during lunch breaks at round, informal tables and take advantage of everything from a snack bar to a deli section. At lunch time the area is filled with the noisy chatter of teenagers, who seem oblivious to the teachers who periodically stroll through. Teachers on duty seem so much the rule that the students often seem unaware of their presence.

Teachers, also, have some areas to call their own. They have some additional office space outside the classroom

areas, and each department has a teacher work area. In addition, there are lounges where teachers can enjoy eating together. On the main floor adjoining one of the guidance areas there is a lounge with brightly painted wall murals and an assortment of comfortable chairs that I used when I needed to collect my thoughts.

Andover teachers are a professional looking group. Most men wear ties, and most women dress in skirts or dressy pants outfits. On the whole, they are a hard working and caring group. They seem to be trying to reach their students through a variety of programs and personal contacts. I attended a late afternoon meeting for the English Department sponsored by guidance counselors. The topic of the meeting was "Adolescent Depression and Suicide." An expert in the field had come to the school to enlist the help of English teachers in identifying high risk students. He explained that troubled teens often cry out for help through their writing. The teachers listened intently and seemed sincerely willing to participate in identifying these students. Several teachers in this late afternoon group returned the next afternoon after school to participate in Paideia inservice and later that same evening they returned to school for the annual open house.

The 1300 Andover High School students are primarily white middle and upper class students. There are few minority students, less than 3%. The minorities reflect the

town minority population, with the exception of some black girls who are part of the residential program. The students seem well adjusted and happy. They are pleasant as they change classes, stopping occasionally to empty their arms at their lockers or to exchange a few gentle punches or words with a friend. Few vary from the dress that seemed to be the norm--jeans, shirts, sweaters, and occasionally a skirt. One day I rounded a corner and came face to face with two young men who were sporting long giraffe earrings. They seemed oddly conspicuous in a group that seemed to adhere to a monotonous dress code.

During the first days of my visit, the students seemed oblivious to me as I joined them in the crunch that accompanied the rush to get to class on time. By the third day we developed some camaraderie as we maneuvered the halls during class changes. Although the students seemed to sense that I was not one of their teachers, they never asked me why I was there. They made me feel welcome, as did the teachers. As I became more familiar with the school routines, I quickly felt a sense of belonging.

Wil Hixon, principal of Andover, is in his first year as principal, after having served as assistant principal for fourteen years. After being in the system thirty years, many of which were in the history department, Hixon says the principalship is the easiest job he has ever had and teaching is the hardest. Hixon quickly told me he had been

passed over for the job seven years ago, even though he had the support of the teachers and the school board. The superintendent would not recommend him. Now, seven years later the same superintendent did recommend him and, according to Hixon, is giving him his full support. Several people in addition to Hixon related this story to me. Apparently many thought he had been treated unfairly and were glad he had finally been recognized.

Hixon is a small man with a big sense of pride and a warm personality. He is easy to talk with, and he casts an interesting perspective on the evolution of the school. Having seen the school from an inside point of view for so many years, he is able to use this insight to guide many of his decisions. Responsible for implementing a number of significant changes this year--the ninth grade is with the high school for the first time, Paideia, and flexible scheduling--he seems proudest of his success in bringing about flexible scheduling. (see Appendix E) Considered a unique design that features double periods, single periods, and three rotating blocks, the schedule has a built-in evaluation component that will help the system understand the effectiveness of longer periods. When he was a teacher, Hixon reports he was often perplexed by the short periods.

It seemed silly to have to change classes just when learning was in progress. It is important to maintain some continuity. The forty minute periods have put constraints on the Paideia program which has often been discouraging to teachers. We had to put in the structure that would allow this to happen.

Hixon is open-minded about the problem of scheduling and wants to know whether the plan is working. He plans to bring an expert in at mid-year to evaluate the plan. Hixon is also proud of the progress the teachers are making in putting in seminars and expanding their abilities to ask questions. "This is really not new," he said, "I always taught like this."

Hixon is looking forward to a spring school-wide effort to have Paideia seminars for all students. He wants this effort to cross levels. Presently, Andover has a three level system or multi-track program for students, including an advanced placement level, which offers students the opportunity to pursue college level studies. Level one involves intensive research, and students must have a recommendation from the educational staff to be accepted in the level. Level two offers a core curriculum for the subject area, and level three provides specialized help and additional coaching for students to achieve the core curriculum. In addition there are some unlevleed courses. While the levels may have a value, Hixon says, "Levels keep accelerated students from hearing what others have to share. I believe there is value in this kind of sharing."

One area that promotes sharing is the Student House Government, which, Hixon reports, is an area that in many ways is like a seminar. Comprised of thirty nine students and eleven teachers, the House Government committees deal

with many issues. By way of explanation, Hixon said, "We have majority and minority reports, not far fetched from Paideia."

Hixon is proud of other program areas, particularly one that reaches special needs students. This program addresses the needs of retarded students who spend most of their day in a program that emphasizes basic life skills. However, for a portion of the day, these students are mainstreamed into the regular program. A great source of satisfaction for the teachers of the program and for Hixon is the acceptance of these students by the student body.

During a tour of the building, Hixon pointed out additions to the program that promise innovative opportunities for students. One of these is the addition of Cad Cam computers which have physics capabilities as well as a wide range of graphics capabilities. Another is the theater and television production areas. This year the computer lab has expanded to include a Macintosh lab in addition to an Apple Computer lab. Hixon is searching for a full time computer lab teaching assistant to help teachers with the programs.

With a 96% attendance rate and 86% of the student population going on to higher education, the emphasis on academics is clear. Hixon has envisioned how the program can be even stronger with more appropriate programing for those students who have made early decisions not to pursue

higher education. The use of vocational facilities in a neighboring area is being considered as an alternative to programs now available at Andover High.

When Hixon talks about his vision for the future of Andover and the decisions he is making now, one gets the impression that he is very much his own man. He acknowledges that he is democratic only to a point and then he will make the decision. Hixon's independence has angered some teachers who liked the shared decision making of the former principal. However, others commented that the former principal was too liberal and changes were needed. What is sure is that Hixon will be decisive, even to the point of occasional hasty decisions. He is determined to have a well-run school that addresses the needs of all students, one where students are expected to respond to the administrators and teachers with respect.

The Hub of Paideia Activity

While I was at Andover High School, my hostess was Nancy Finneran, one of the Horace Mann Paideia teachers. Before coming to Andover, I had talked with Nancy several times. She was responsible for preparing materials for me to preview on Sunday before my first visit to the school. Finneran is an Andover native now living in North Andover. For a young woman in her early twenties, Finneran seems serious beyond her years. She is medium height and very pretty with dark hair and eyes. She is an articulate, keen

observer of her fellow teachers. One day while we were talking, she told me that the schedule had been a major problem for fellow teachers. Many, she believed, were just barely holding on due to the difficulties they were having accepting the changes. She told me,

Teachers are used to routine. They are highly protective of their schedules. With the evaluative model in place and the emphasis on coverage, we will have to be risk takers to make this program succeed. (The evaluative model is an assessment strategy which tests students on the coverage of content in each course.)

Although Nancy is soft spoken, she does not hesitate to share her convictions about what should be happening to Andover students. Now in her third year at Andover, she is in a unique position to influence the direction of the Paideia program. She has participated in a collaborative effort with Paideia Developers to design a pilot Wednesday Revolution program with level two and three students. There are 19 students in the class. Finneran teams with a resource teacher to conduct seminars and to monitor follow-up writing lessons. Each student is responsible for reading all of the material and for keeping a journal of questions and comments on the readings. Students who cannot read the materials are coached by their teachers and peers. These students also have access to taped materials. The initial pilot is a single unit on self-esteem, depression and the teenager in Twentieth Century American Literature. The

pilot, scheduled for the first six weeks, focuses on psychology, imaginative literature, and ethics.

During a visit to her final seminar on Sylvia Plath's Bell Jar, I observed Finneran and her associate assisting students in clarifying their understanding of the major contradictions in the literature. Finneran's questions were probing and evaluative. Most students were participating, although some appeared disinterested. Several were exhibiting typical adolescent behavior and were talking all at once. David was a particularly verbal student who wore a hat and seemed to take great joy in pursuing points that were slightly off beat. Finneran was not ruffled by his behavior and continued to listen intently to her students' responses, often countering with questions demanding clarity in their thinking. After class I talked with David, who told me he liked seminars. "I like to think. It's fun. I also like to waste time," he readily admitted, something I had also noted.

Finneran gave me an opportunity to talk with the entire group. I must admit that I was a little shy initially. Everyone in the school had seemed so curious about my North Carolina accent that I had become a little self-conscious. There was certainly no problem getting the attention of the students! When I asked if they knew about Paideia, no one remembered what Paideia was, but they could tell me how this class was different from their other classes. Several

students said that the class was informal, depending on conversation which helps them understand.

Although all teachers at Andover High School have had the opportunity to be involved in Paideia inservice and have some knowledge of seminars, the English Department seems to be the hub of Paideia activity. English teachers are teaming with other teachers in courses designated as the humanities. These courses are taught in double blocks, combining the talents of art, history, and English teachers. Other than the fact that the approach was interdisciplinary and team taught in a double period, I was anxious to see what was different in the way the teachers taught. Unfortunately, due to tests that were scheduled and the absence of a teacher, I am not sure that I saw a true picture of this part of the program.

My first observation of a humanities block was an American Studies class. The room was large with chairs in straight rows and 38 tenth grade students. The teacher was using a filmstrip on art that depicted the westward movement to lead the discussion and a substitute teacher was at the back of the room. I arrived toward the end of the first period. When the bell rang, students took a five minute break and returned to continue listening to the teacher's presentation of the filmstrip. This lesson was didactic. During the entire lesson the students were primarily directed toward the pictures and expected to take notes on

what they heard. Periodically a student would volunteer a comment or ask a question. At one point, when a cat appeared on the screen, the teacher commented on the "good size pussy." This was the only time the entire class seemed to come to attention. Several times students asked provocative questions, which were generally ignored or cut off with no discussion. Only those students seated close to the teacher seemed to be involved in the interactions that took place.

When the period was over, the teacher apologized to me, saying this topic was not her strength. The teacher, who had been part of this teaching team for three years, told me she loved team teaching. She was obviously enthusiastic about the class. The teacher shared the team's plans for a Paideia seminar which would be held on Friday. The seminar would be taken from Giants in The Earth by Rolvaag. She took time to explain the purpose of the seminar and the question that would be used. It was obvious to me that considerable thought had been put into the seminar plans and that the team was skilled in choosing questions. I wondered why the teacher had not made a transfer of the questioning skills used in seminars to the earlier presentation.

In another humanities class I visited, the teacher was getting ready to give a test. I made arrangements to return later. When I did return, the art teacher team member was showing slides of famous faces. Again this lesson was a

didactic presentation of information that tied in with the overall unit the class was studying.

Following the presentation, one member of the team had time to talk with me about one of her recent experiences in a Paideia seminar. For her, the results had been somewhat unsettling. The class had been dealing with questions on heroes of the past and present. "The students," she said, "had no difficulty identifying heroes of the past but had great difficulty identifying heroes of today." The teacher explained that one student, a sixteen year old boy, named himself as a hero. He told the class, "I will be a hero if I can just survive college entrance applications, get a good job, and do all that is expected of me." The teacher was concerned about the stress reflected by the student's comments. She said, "This is not the direction we started out to get but it was important for this to come out. It needed to be said." This teacher, as is the case with others I met, seems to have come to the realization that through seminars she is opening doors to student needs and developing an appreciation for their opinions in a way that might not have been possible had she not been involved in seminar teaching.

Odyssey

One highly innovative approach that has been underway for at least six years at Andover is the Odyssey program. Although the class is interdisciplinary, English credit is

given, a decision for which originally met with some opposition. Odyssey was created by Craig Simpson and Kathy Cook with assistance over the years from several English teachers. Simpson is a history teacher and Cook teaches art. The two have fashioned a curriculum unlike any I have seen. Building on their belief that, although content is the vehicle for instruction, process is the most important, Simpson and Cook wanted a model that would allow constant dialogue among students and teachers, a model that would place the teacher in a position of modeling critical thinking skills for kids who would then hopefully mimic the process. "Content is everything and nothing at the same time," Simpson remarked. He explained,

We wanted to change the idea that content is the engine that runs the building. If content dominates, students become passive receptors. I find this less and less tolerable, making students less able to work in a technological world. We have been teaching the wrong things. We must teach students to interpret data.

As Simpson and his team began the planning process for a different kind of teaching, the team was encouraged by a former assistant superintendent who gave them free reign. "We were given a year of planning time," Simpson told me. "We made a proposal to involve other disciplines." According to Simpson, at the end of a year of planning and approximately 25 planners, a senior elective course was designed that would look at three or four world cultures. There was no textbook for the course, which would be taught in a double period with a three or four teacher team.

Unfortunately no one wanted to teach the course. "There were too many risks," Simpson reminisced.

Finally when a team was chosen, they worked during the summer to refine their approach. As they worked, Simpson says they resisted the urge for content and, instead, spent much of their working time asking why. Their goals came from this question, goals that turned out to be a natural mesh of the philosophies of the Coalition of Essential Schools in which Simpson is involved and Paideia. The three critical goals are the movement away from lecture, the institution of flexible scheduling, and a movement away from age grading towards the exhibition of mastery, the ability to accomplish certain types of tasks. According to Simpson, "We want our students to think." Simpson says his team provides the exhibition of mastery through groups which create their own 90 minute exhibitions of some kind of culture. This year a second Odyssey team has been added to expand the popular program to more students.

Kathy Cook, the other senior member of the Odyssey team, has been teaching twenty years. She loves Odyssey and believes that her team is working to help students understand that there are no answers, just questions. She explained, "What is important are the questions." Cook's vision for her students is that they develop the kind of thinking that will go with them the rest of their lives. She enthusiastically told me, "Parents even want to come to

be in class. Kids are excited about learning. Enthusiasm is happening, although it takes about a month for it to happen. It is a hard "A" for students to make." However, both Simpson and Cook are committed to staying after school or doing whatever is necessary to help their students succeed. "You have to believe in giving your time," says Cook.

Both Simpson and Cook view their philosophy and themselves as outside the mainstream of the school. They feel little support from their peers, although the lack of support may be changing. One day during my visit one of the English teachers asked to observe Cook as she led the Odyssey group through a writing assignment.

Because of the uniqueness of the program and the uniqueness of Simpson and Cook's teaching style, reviews of the program are mixed. Although most teachers acknowledge the program's potential, a number criticize the current outcomes. One teacher feels that Cook and Simpson run an elitist program with no real interest or concern for a diversity among the students who participate. This teacher believes that all students should participate but feels sure the Odyssey team does not agree. However, several Odyssey team members emphasize just the opposite. Other faculty members express concern over the ability of Cook and Simpson to work as a team with other teachers. Another person says that while the program is supposed to emphasize student

dialogue, the team leaders, Cook and Simpson, are, in fact, highly didactic.

As with any change effort, resistance to this effort is clearly visible in the school, and the success of the program is not clear to the professional staff. The success of the program seems to be better understood by the students who have participated. One day I visited with a group of students in the library annex. The students happened to be present and former members of the Odyssey program. In talking with them, I learned that the students think the success of any class, including Odyssey depends on the teachers. They did acknowledge that Odyssey is quite different from their regular classes. They described Odyssey as a class that deals with ideas, real things that are important. Several told me,

For instance, when we studied Spain we didn't concentrate on facts, we learned about Spain through a study of the Spanish people. We find the teachers in Odyssey are more personal. Lectures make me feel detached. When teachers tell us everything, we are not thinking for ourselves.

I asked whether they thought most students thought for themselves. One student said, "No, and the bad part is most don't even know they don't. Kids are not used to saying what they think in class." One girl expressed her disappointment with her Odyssey class, saying that it was not working like she had expected. "Some teachers are giving us very mixed messages," she complained. "On the one hand they are telling us to talk, and on the other they are

telling us to shut up." This student said she would give the team a little longer to get their act together and then if they did not improve, she would protest. These students impressed me with their ability to express themselves and their analyses of the teaching/learning process. They seem to be extraordinarily talented critical thinkers.

Odyssey classes do seem very different. First, all the classes are very large--41 in one of the classes; second, the three teachers are constantly interacting with each other; and third, the classes are intellectually demanding for both students and their teachers, who are also learning. When I asked one of the members of the Odyssey teaching team about the class, she said she was really turned on by all that was happening. She reports that initially she did not want to be involved in Odyssey:

I had written so many curriculums over the years that I have had the blood drawn out of me. Finally, when my students kept coming to class still excited by Odyssey, I found myself so stimulated by their conversation that I couldn't start class. I decided to take the risk. I like to see kids able to cope in a complex society. Also, I don't like labeling. It is wrong. I have worked with all levels in art. Often those with the highest academic standing are not the brightest students. I think all students can do this. And teachers, we are participants in the learning process, not just teachers.

This teacher's view seems to be shared by all of the members of the two Odyssey teams. Although the teams are continually working toward their ideal of what the team teaching process in Odyssey should entail, the very fact that they are taking these risks places the six teachers

clearly ahead of many in their field. They seem to epitomize the Paideia ideal of lifelong learners.

Sometimes the Odyssey teams see conflicts between Paideia and their program. Several expressed their concern with what they believe is a narrow interpretation. A recent visit from Mortimer Adler did little to allay some of their fears. One teacher was concerned that by fully adopting Paideia one rigid system of education will replace another. "We need flexibility, room to expand," she said. Another of the Odyssey teachers looks at Adler in a slightly different light, saying, "He is a traditionalist, almost reactionary. He is a wonderful model."

Hixon describes Adler's visit as a revolution.

Before we had tried to get teachers into Paideia by strict regimentation, by requiring them to participate in training. They didn't always accept this. I believe Adler unfroze the system. Now we are moving ahead in an evolutionary way. We are training individuals and the momentum is picking up.

Throughout the school, the reactions to Paideia and to Adler's visit to Andover were mixed. Initially, I met with some interesting reactions. After a lengthy discussion with a teacher, she finally had the courage to ask me if I was one of them. Somewhat puzzled by her query, I asked her what she meant. "Are you associated with the Chicago group?" she enquired. I assured her that I was not with a group, and that I was in Andover to learn. Later I was told that many teachers view the Chicago program as a rigidly prescribed way of looking at the Paideia Program.

According to Haslam, Adler came to Andover to promote his Wednesday Revolution and to conduct demonstration student seminars. Plagued by difficulties in hearing student responses, Adler was reported to be abrupt with students and highly didactic. Both teachers and students were disturbed by his performance. One person remarked that it had taken many months to mend the fences. One student who had participated in the demonstration seminar expressed her disappointment and dislike for what had happened. She told me this experience was very different from her experiences in Odyssey.

Erika describes Odyssey as very different:

In other classes, the teachers are drilling things into our heads, things I didn't entirely believe in. In Odyssey, we open up, say what we want, or don't say anything. Mr. Simpson makes you think. He learns with us, brings out ideas and we throw them around. There can be disagreement. Lectures are boring. I often turn off in the first few minutes. In Odyssey I wait it out and sometimes make a conscious decision not to listen.

Earlier that day Erika had been part of an Odyssey seminar on Ernest Hemingway's "A Clean, Well-Lighted Place." She told me she did not like Hemingway and made the decision to "turn off" after awhile. I asked Erika why she thought this was any different from turning off in other classes. "It is different," she says, "because I consciously choose to turn off rather than being turned off by the lecture."

I had observed Erika's Odyssey class when the entire class of 41 students participated in the seminar which was led by the three teacher team. When I was making plans to

attend the seminar, the team was apologetic that I would not see a Paideia seminar. When I asked about this concern, I found that they believed that the Paideia Group promoted only one acceptable method for conducting a seminar. This approach uses an outer and inner circle to handle large numbers of students, when two or more teachers are combining their classes in a team teaching approach.

With Adler's method, one group of approximately 25 students participates in the seminar in an inner circle, while the other 25 are seated in the outer circle. Students in the outer circle participate through observation, and note taking, and in some instances, a chair is made available within the inner circle for students from the outer circle who wish to speak. Since Adler recommends that seminar numbers be kept no larger than 25 to 30 students maximum and seminars be conducted by two teacher teams, this method facilitates the process.

The Odyssey seminar I observed was conducted with the entire class. The teachers were seated at three different locations in the seminar, and, although the English teacher was primarily responsible for leading the discussion, each member of the team contributed. The opening question was "What is the role of nothing in 'A Clean Well-Lighted Place'?" For a few moments, students wrestled with the idea, then one by one they began responding. During the first 10 to 15 minutes of the seminar, the students had a

very difficult time responding to the text. A number of the students had an English class the year before where the entire study of Hemingway centered around the idea of a "code hero." The discussion quickly became focused on what the students had learned the year before and the leaders had an arduous task bringing them around to thinking critically on the text at hand. The students who knew about the "code hero" seemed thoroughly indoctrinated and it was difficult for them to see another point of view. Finally, the leaders laid the "code hero" to rest, and the seminar continued. Nearly all students participated in some way. Their questions and substantiations for their opinions were excellent. There was a high level of interest throughout as thought provoking arguments occurred between students and students and students and teachers.

In one Odyssey class I observed, the lesson was clearly didactic. Although all three teachers participated, most questions were closed to discussion, and there was little dialogue with students. This particular class was shorter than usual due to a scheduled pep rally. The teachers seemed to be pressed for time.

In another Odyssey class, one member of the team was preparing the class for a difficult writing assignment. The purpose of the lesson was to demonstrate to the students a technique for outlining the writing project. The other two members of the team were to interact with the lead teacher,

hoping that students would mimic their behavior as they began to work on their topics. Even though the plan was designed for three-way interaction, in reality, the interaction was dominated by a two-way exchange. The lengths to which the teachers went to achieve this type of interaction left students out of the process to some extent.

The Evolution

Many things are in the process of change at Andover. What I saw was far from a revolution but it could certainly be described as an evolution. Because of the shared decision making that was promoted by a former principal, some teachers are having to adjust the more autocratic style of Wil Hixon, primarily as regards the schedule changes. Several teachers describe Hixon as a dictator. However, while one teacher acknowledged that he thinks Hixon is a dictator, the teacher also acknowledged that with a faculty hesitant to move toward reform, Hixon's style is not necessarily negative. Another teacher talked about Hixon, saying,

Hixon has had the courage to promote some things that needed to be done. The old guard was pleased to have Hixon. They didn't think he would promote some of the things that have happened. Instead he took a dramatic step forward, particularly in the area of scheduling which 90% of the faculty hate.

Although the evolution of the Andover Paideia program is slow, teachers are seeing changes beginning to occur. One teacher said, "Teachers are reluctant to admit they are

using other approaches, but there is a definite difference in the kids. People are doing a far better job in preparing them. At the beginning, Paideia was overstated but now teachers are moving out and incorporating Paideia in a natural way."

Another teacher reflected on the many problems in the school this year:

Many teachers are not only having to cope with the stress of the new scheduling but they also have to cope with new preparations. For some it is just too much. Sometimes we are spending undue time on little things, like patrolling the building, when there are bigger things that need our attention. There is a lot of stress. These things are not a good use of our time. This year we are making too many changes at once--new preparations, flexible scheduling, team teaching, and Paideia. The teams are making good use of the flexibility of the schedules but the stress is occurring more on the teachers that are not on the teams. The Andover School System is overly concerned with being number one and, as a result of this, teachers are being asked to do too much.

Even though many things are changing at Andover--and in many ways the school is moving toward reform--many things are the same. Far more teachers are teaching alone, with single groups of students, than are teaching in teams. And, in one hour of walking around and looking in almost every classroom, I saw far more teachers standing in front of their students talking to them than I saw informal discussion groups, circles, or seminars. Although my observations indicate a slow movement away from the primarily lecture approach, one department head told me he is pleased with the increase of circles or discussion groups.

And other than Hixon's plans for the spring school-wide seminars and the efforts of teachers who do not agree with labeling, there seems to be little movement away from the multi-track system in the school.

In addition to the scheduling changes and team teaching, the most dramatic changes that are occurring in Andover are in the attitudes of the people within the school. Both students and teachers talk openly about and question the teaching/learning process. The school seems to have moved from a general acceptance of lecture teaching as the most important method to a concern for finding alternatives. An increasing concern for active learning seems to permeate the school. Overall, teachers seem genuinely concerned with their students' learning and most students are attentive and interested.

As I listened to lounge talk one day, I heard one teacher express her belief that all students should not be exposed to "her" classes. Several others nodded in agreement. And although I met one veteran teacher who confessed that she really did not know what Paideia is all about, most teachers I talked with or observed are keenly aware of Paideia and are attempting to expand their teaching to include seminars and a greater emphasis on discussion.

On my last day at Andover High School, I had the opportunity to join a Paideia inservice group for a session on questioning skills. The session, led by Nancy Finneran,

was held after school in the library annex. Refreshments were served, and the atmosphere was congenial and relaxed. Eleven teachers participated. Most were Andover High teachers, but a few were from other schools. During the workshop, I talked with one of the workshop participants who was an Odyssey teacher and a former Andover student. He told me about his impressions of the school from the time he was a student until now. He believes there have been tremendous changes. "There is more interest in students now and teachers are more willing to take risks and to open up to new ideas," he enthusiastically told me.

Teacher willingness to open up to new ideas was apparent during the workshop. Many talked about their experiences with seminar circles and with their use of circles for other discussions. One teacher had this to say:

The best way to promote discussion is through seating my students in a circle. I don't know exactly why it happens. The circle is magic. I think that when the desks are in rows it just focuses too much on the teacher. Through this arrangement students come to the realization that you are a learner too. Students also love the circle because they are social. The circle sets the tone, the mood, everything. Students listen to each other and it encourages good give and take between student and teacher.

Several teachers talked about their attempts to set the tone for learning that would encourage greater student interest. One said he occasionally brings popcorn and juice to counteract student indifference. Another talked about the difference in the atmosphere that occurs just because Hixon scheduled the use of the science labs for classes.

"Using the labs," he says, "promotes a much more relaxed atmosphere and more student discussion. I plan to have a science seminar on the polio vaccine next week."

The impact of the Proposal is clearly visible at Andover High School, both in the attitudes of the teachers and in the responses of students who have experienced seminars. The ideas are also visible in the administrative changes that have been made in the structures of the program. Clearly Andover is a school where ideas and questions are important, but it is also a school where additional administrative structures such as the evaluation system may impede progress. It is a school where many teachers are still overly concerned with covering the content.

Whether content continues to be the "engine that runs the building," as some seem to think or whether the processes of learning take center stage may ultimately depend on the courage of the "risk takers," many of whom are Odyssey teachers, teachers in the English department, and participants in the humanitites team teaching programs. One thing is certain--these teachers and their students will never be quite the same again or as content without their opportunities to explore ideas and their questions.

The Chattanooga School for the Arts and Sciences

The September drive to Chattanooga was an exploration much as I expected my time in the Chattanooga School for the

Arts and Sciences to be. As I prepared for my trip, I decided to take the scenic route, which is shorter in miles traveled but lengthy due to the narrow winding roads through the mountain gorges that lie between Asheville and Chattanooga. The trip took approximately four and a half hours of driving that required my complete concentration. Throughout the trip I encountered groups of people along the sides of the road. Most were enjoying the scenic views while others were involved in white water rafting, which is popular along this route. In some areas, the leaves showed the early signs of fall, with just a hint of color. At times the road had a canopy of trees, making the occasional rays of sunshine a welcome reminder that a trace of summer remained.

An Historical Setting

After driving the final miles of interstate highway leading into Chattanooga, I was somewhat surprised when suddenly I rounded a curve and looked ahead to see the panorama that stretched before me. Chattanooga, which is much larger than I had expected, seemed to stretch for miles covering the valley below. Chattanooga is surrounded by ranges of the Appalachian Plateau and the Appalachian Ridge, and a major tourist attraction, Lookout Mountain, stands to the south.

The city is a contrast of old and new--stately skyscrapers, the usual array of billboards and fastfood

restaurants one expects in most cities, and remnants of the Battle of Chattanooga, a major conflict of the Civil War. Numerous areas of the city are designated as historical sites. One of these areas, Missionary Ridge, overlooks the city. All along the Ridge, historical markers tell the Chattanooga story.

Although the first inhabitants of Chattanooga were the Chickamauga, a branch of the Cherokee Indians, the name Chattanooga comes from the Creek Indian word, Chat-to-noog-gee, meaning "mountain rising to a point," which was the original name the Creeks gave to Lookout Mountain. (The World Book Encyclopedia, 1984, p.300) The city was named Chattanooga when it was incorporated as a town in 1839.

Chattanooga was one of the first industrial centers of the South. Traditionally the city has had a large blue collar community, resulting from the over 500 industries that located in Chattanooga. In part, the blue collar community is due to the influence of the Tennessee Valley Authority, which built two dams in the area, the Chickamauga Dam to the east and Nickajack Dam to the west. According to some residents, the blue collar community is a dominant force in the community. However, there is a strong influence from the university community associated with The University of Tennessee at Chattanooga, located in the heart of the city, and from the medical community associated with the Erlanger Children's Hospital.

The Chattanooga School for the Arts and Sciences, a K-10 magnet school, which was opened in the fall of 1986, is located on East Third Street, a busy street that is also home to the Erlanger Hospital. The school is housed in an old building that was once the home of Chattanooga High School and later Riverside High. Built in 1922 and once considered the citadel of public education in Chattanooga, the old building had been practically vacant since the closing of Riverside High in 1983. Many of the windows were boarded shut, and the building was in a state of general disrepair until 1985, when a private group of citizens, who had a vision for an innovative new school, initiated a renovation project. In describing the building, the director, Steve Prigohzy said he was overcome by two things: "First, the size of it. And two, I was sad because it could have just been let go. It was a magnificent building with just an incredible history, but it was desolate. It just bothered the heck out of me." (Kennedy, 1986, Z1)

The condition of the building changed quickly as the process of renovation began. Supported by an interest free loan from the Lyndhurst Foundation, the Chattanooga Board of Education took on the monumental task of transforming the building to house a unique program based on goals outlined in the Proposal.

Transforming the Building

When the school was built in 1922, it was named Wyatt Hall in honor of Henry D. Wyatt, "the father of the city public school system" and the first superintendent of schools in Chattanooga. Mr. Wyatt had also served as the first principal of this first public school in the city. The old building, which has been named to the National Historic Register of Historic Places, conveys a sense of the respect given public education during that period. The majestic three-story Georgian Revival building is faced with red brick and limestone, and it has huge concrete steps leading up to three double doors encased in fan-shaped arches. The rich wooden doors, brass hardware, and original glass in the windowpanes provide an inviting entry up time-worn marble steps into a splendid foyer and new commons area. Plush carpet in shades of maroon, gray, and blue covers the expansive commons, where visitors, students, parents, and teachers can gather for discussion or relax on modern upholstered cubes and traditional furnishings. Students, who are free to use the area whenever they have time, seem to prefer lounging on the carpet or cubes rather than on the more formal furniture that seems to blend the past with the present.

The restoration of the building was directed by a local architect, who was a former student. Painstaking efforts have been taken to restore the original beauty of the

building. Light fixtures in the entrance and commons area, much like the original ones, were salvaged from a local business, which donated them to the school. Handsome wooden doors framed by towering marble columns open into an auditorium that seats over 1100 persons. The aisles of the auditorium are carpeted with a green floral print. According to Suzanne Fraley, the head secretary, all of the seats in the auditorium were taken out and refinished. The original molding around the stage was restored and painted in several shades of light beiges and whites to highlight the beauty of the intricate designs. Curtained windows on each side and in the balcony add the finishing touches to the beautifully refurbished auditorium.

The hall floors are terrazzo. White and pale mauve plastered walls, interrupted by blue wainscoting, highlight the beauty of the old built-in wooden lockers along the walls. The lockers, complete with brass number plates, have been carefully refinished to capture the beauty of the original wood. Endless rows of classrooms open off the halls. Most are spacious, but a few are quite small. All are carpeted, air conditioned, and comfortable.

The main floor of the building houses the reception area, the director's office, counseling areas, a school store run by volunteers, areas where volunteers work, and teacher office areas. Classroom facilities for several grades and the science department are on this level as well.

The lower school, including a library and the principal's office is on the ground floor with the lunchroom which serves the entire student body.

The assistant principal's office and the upper school library are on the third floor. With the exception of science, all other subject areas for the high school are on this floor. The location of the upper school library is a unusual feature of the school. The library is located in the center of the upper wing, which requires students to pass through the library as they change classes. According to the librarian, this plan was not accidental but resulted from the philosophy of having the library serve as a focal point for the school. Unfortunately, some perceive the library as serving as an architectural focal point rather than a focal point for the intellectual activity of the school.

Paideia, A Vision for the Future

In 1982 Jack Murrah of the Lynhurst Foundation in Chattanooga read Adler's Proposal. Impressed with what Adler had to say, Murrah shared the book with a group of friends who also found the book to be a compelling statement about what American education could achieve. (Wade, 1986) On February 20, 1984, the group met with the Chattanooga School Board, presented its ideas for an innovative new school, and gained a unanimous vote to proceed with its ideas. The goal of the group was to find an alternative to the present

educational programs in Chattanooga that would benefit education in general, and to share these ideas with other schools that might be interested in the future.

The group searched for the right individual who could bring leadership to the development of its plan. The group found Prigohzy through a search aided by a former United States Commissioner of Education. Prigohzy says that the group bought him for its school. Described by the Chattanooga Times as a dynamo, Prigohzy comes from a private school background. In coming to Chattanooga, Prigohzy brought with him job experiences in program development and as an administrator. In 1986 when Prigohzy was interviewed about his role as director of the school, he predicted, "We're going to put creativity back into education." (Wade, 1986, p.1) In the same interview, Prigohzy explained the curriculum concept he envisioned for the new school--a teaching approach that would be varied according to the needs of the students. In this early interview Prigohzy explained that several teaching techniques would be in use--a combination of lecture, discussion, and small groups for coaching sessions. Too, he wanted community participation to be a key concept.

Over 100 teachers--four times as many as were needed--applied for positions at the school. The qualifications for the positions, as described by Prigohzy, included intellectual excitement, a successful track record,

adventurism, a warm personality, a sense of humor, and a caring for kids that is absolutely second nature.

With his curriculum ideas in mind, and a concept of the type of teacher he wanted for the school, Prigohzy began transforming the vision of the citizen's group into reality for Chattanooga children, teachers, and parents. As he prepared for the opening of the Chattanooga School for the Arts and Sciences, Prigohzy had one major goal: for the school to be a place where students and teachers share one thing--the desire to be in the school.

As the first alternative school in Chattanooga, the school is designed to operate as a magnet school. Applications are taken from students in all districts within the city. Although the school does not have programs for severely handicapped, learning disabled, or gifted, the students represent a wide range of abilities. Some students have physical limitations while some others are slow learners.

The school draws from a diverse population, including several nationalities, with special consideration given to maintaining a racial balance. Guidelines require that the admissions of one race never exceed 70%. Special consideration has also been given to maintaining a racial balance among the members of the faculty. The director and the principal of the lower school are white. The assistant

principal is black and among the teaching staff are a few more black teachers than white.

When the school was opened in 1986 with approximately 450 students, the program was designed to serve students in grades 5-8 with a long range plan to eventually include grades K-12. Grades 5-8 were chosen as the target grades because of a growing community concern over the exodus of upper elementary students from the Chattanooga public schools to private schools. The long range plan called for the addition of one grade level per year of approximately 75 to 100 students and an expansion into a K-4 program if the school were successful. Each year since the opening of the school, additional grade levels have been added, and this year, the fall of 1988, the K-4 program was added making the present span of grades K-10 with almost 1,000 students. Next year the school will have all grades K-12.

The magnet school has been popular with Chattanooga parents. In February of 1988, over 400 parents spent a cold night camped out in front of the school waiting to submit their children's applications. There were over 1400 applications. Students are admitted to the school based on racial, economic, and neighborhood considerations and on the willingness of their parents to volunteer a minimum of two hours a month and to participate in parent conferences that are held several times a year. Failure to fulfill this

commitment can result a child's being asked to leave the school.

All applicants are screened by the faculty. Out of all the applicants screened, less than 5% have been denied. Those admitted provide a rainbow of diversity, both in ethnic origin and individual style. In addition to the black and white populations, the cultural mix includes several students from India and the Orient.

The student body as a whole are an unusually happy and good looking group, expressing great individuality in their style of dress for the most part. They seem unusually confident and comfortable with each other and with the adults in the school. Once these students are admitted they become a part of a program where the faculty, students, curriculum and the building actively contribute to the educational process.

From Ideal to Practice

On my first morning at the school, I drove to the back parking lot, which was busy with the arrival of teachers, parents, and students. I introduced myself to a student and her mother, who graciously escorted me to the main hall, where I found my way to the office. When I entered the office, I was immediately in awe of the beautiful surroundings. The office looks more like a prestigious bank than a school office. A teller-like window, constructed of an elegant walnut wood and characteristic of schools built

during the twenties, extends several feet, separating the clerical staff from students and the public. The office is carpeted in a rich blue/gray carpet, and the expanse of white walls is highlighted by woodwork painted in a pale mauve. The furnishings are coordinated with the wood of the desk/window and blue upholstered chairs provide a comfortable place for visitors. A large mural dominates one wall. The mural is a pictorial history of Chattanooga, when it was known as Ross' Landing, named for John Ross, a famous Cherokee Indian who operated a trading post in the area.

As I arrived, the office was a buzz of activity. Groups of adults were exchanging morning greetings, and no one seemed aware of my presence. For a few moments I observed the morning activity as I waited to announce my presence. Finally, I caught the eyes of Suzanne Fraley and introduced myself. I sat down and waited to renew my acquaintance with Steve Prigohzy. As I waited, I remembered the first time I had seen Steve. It was during my visit to an Adler conference at Wye Plantation in Queenstown, Maryland, in the fall of 1986. I had remembered Steve for two reasons. First, he was in the process of opening a Paideia School. And second, I remembered him for his tenacity in attempting to exchange views with Adler. Throughout the seminars at Wye, the two "locked horns." I thought both men were a bit intimidating. With this second

impression in mind, I was not sure what to expect when I saw Steve again.

When Steve came out of his office, I was surprised that he seemed friendlier than I had remembered. His manner and appearance--corduroy pants, oxford cloth shirt and casual tie--were informal. However, when I stepped into his office I almost forgot this impression. I expected the office to be nice, based on what I had seen of the rest of the building, but I did not expect an office as large or as beautiful as this one. The office probably exceeds the standards of many corporate offices. Just as in the main office, Steve's spacious office is decorated with the same blue carpeting and pale mauve woodwork. One wall is covered with handsome wooden open and glass enclosed bookcases. The shelves are covered with an informal arrangement of mementos and books, many of which have to do with children. Steve's large desk occupies one corner, and to the right of the desk there is a conversation area with a sofa, chairs, tables, and an assortment of books and magazines. A lamp on one table gives a homey and inviting glow to the room. In another part of the room, a round table and comfortable chairs provide an area for conversations with staff, students, or visitors. I was delighted to see several stories on large chart paper that had been left with Steve by kindergartners from the lower school. One described the

kindergartners' search for the Gingerbread Boy, reminding me of a similar search which had culminated in my office several weeks earlier.

Even though his office is impressive and somewhat formal looking, Steve is relaxed and low keyed. He made me feel right at home, generously assured me that I had the run of the school for the days I would be in Chattanooga, and offered me the use of the round table when I needed to pull my notes together. Steve's openness and his obvious pleasure at having a visitor gave me a sense of the friendly atmosphere of the school. As we talked, I found it difficult to stay on my agenda for our first visit. I found myself far more interested in the morning activity in and out of Steve's office. Just outside the office, the hall was filled with noisy students arriving for the day. The noise was a pleasant blend of voices coupled with the opening and closing of the wooden lockers, which made very little noise. Students seemed to constantly pop their heads in to speak to Mr. "P," as some call him. The relationships between Steve and his students seem uncommonly natural and spontaneous, as do his relationships with his staff and the parents.

Steve is in his late forties. He is slender, medium height, and balding. He runs regularly, loves hiking, and is obviously a person of great energy and enthusiasm for what he is doing. Although his eyes are sometimes piercing,

as if he is trying to uncover some mystery, the occasional "twinkle" and his warm smile are disarming and contagious. Steve places a high value on humor, and does not hesitate to test the humor of his visitors within minutes after the first meeting.

Steve's personal style and his commitment to people have been largely responsible for the cohesiveness and family spirit of his staff. Everyone calls everyone else by first names. After talking with many members of the staff and parents, Steve's ability to articulate the vision of the citizens' group to his staff, students, and the larger community became apparent to me. His success is reflected by teacher and parent "talk," which is permeated by such phrases as "lifelong learning," questioning, coaching, and responsibility for learning.

Unfortunately, at the end of the 1988-89 school year, Steve is leaving for a job as the director of the newly formed Public Education Foundation of Chattanooga. As he told me about his decision, his face reflected his concern:

My reasons for leaving are financial. However, the system is very bureaucratic which could cause me to become less productive in the future. In going I could have influence beyond this school.

Just as we were ending this conversation, a student came into the office with a paper he had been working on. Steve talked with him, encouraging him to complete the assignment. When they finished, Steve told he had spent a lot of time trying to help this student and he was making

some progress. I asked what would happen to the student when he left. Steve did not have an answer.

Coming to terms with these questions brings Prigohzy's decision to a deeply personal level. As with any creator, Prigohzy shows his remorse and concern over leaving his creation. He hopes the search committee will go outside the area to fill his position. Prigohzy believes that choosing someone within the system will jeopardize the school's future success.

Prigohzy's concern about finding someone to fill his shoes seems to stem from his view that the school system is very bureaucratic, locked in tradition, and reluctant to embrace new ideas. He believes the resentment many city educators feel toward the magnet school may make it difficult for one of them to move the school forward.

Perhaps some of Prigohzy's concerns stem from the occasional antagonism he engenders among his fellow principals. In 1987 an issue arose over after-school sports. A Chattanooga Times writer criticized schools for allowing athletes who play volleyball to miss as much as one and a half hours of school when games are away. The writer praised Prigohzy, who refused to allow his players to leave early, thus forfeiting the game. In a rebuttal to the article, one of Prigohzy's fellow principals took great exception to what he called a misrepresentation on the part of the writer, and he criticized Prigohzy's decision and his

public comments. Prigohzy also reports resentment from some city educators who feel that the magnet school has had lower pupil/teacher ratios than other schools and has attracted the brightest students from neighborhood schools.

With the somewhat uncomfortable fit with the Chattanooga schools, I was curious about how the magnet school fit into the National Paideia movement. Prigohzy told me he believes that the greatest service done by Paideia is the focus for schools.

The Proposal provides a philosophical framework that shapes the culture and values of the institution. As a piece of writing, it is not more valuable than any other. However, there are unique aspects of the Proposal. These are the seminar and the one-track curriculum, both of which are being implemented here. And one of the most important aspects of what we are doing is allowing time for students to grow and develop. They can choose to spend two years in math or biology rather than the traditional one year period. They still get the same content. They just have more time.

Although Prigohzy and his staff have successfully implemented the Paideia program, he is discouraged about the larger Paideia movement. He views Adler as unable to offer practical suggestions for schools implementing Paideia. Prigohzy believes the Paideia movement is stymied by the lack of practical suggestions and by Adler's unwillingness to consider other points of view. Prigohzy also believes that because of Adler's unwillingness to consider other points of view, he has surrounded himself with people who may be unable to carry on his work after his death.

Whatever Prigohzy's differences with Adler, he has been able to articulate the mission of Paideia to his staff, and he has been an extraordinarily successful salesman of this mission to the community. Actually he says, "The community thinks we are much better than we really are. However, for a young school we may be great." Even though Prigohzy's personal contacts and the successes of the school have won the school wide community support, he believes these same successes are some of the reasons the educational community is uncomfortable.

Parents praise the school, and as do numerous newspaper accounts. Other than these reports of success, I asked about measures being used to assure the program is working. Steve quickly told me he did not have any formal evaluation systems in place other than traditional measures such as achievement test results and attendance figures. He explained, "I really evaluate our results through staff retreats. These are informal times when we can reflect on what we are doing." During retreats, Prigohzy places great stock in building collegial working relationships among his staff. He promotes ample time for rest and relaxation, allowing time for a family spirit to develop. And he does not promote his ideas through a predictable or routine approach. Retreats have included white water rafting, weekends in the mountains, and even hang gliding, which teachers say was designed to bond the faculty. In a report

to a local newspaper one teacher commented, "Honey, if that didn't bind us, nothing will. You should have seen the ones who tried to sneak back down the mountain." (Kennedy, 1986,A1) Whatever the event or project, teachers can count on it being an adventure.

On the more traditional measures of success, the school does very well. In the July 10, 1987, issue of The Chattanooga Times, the paper reported on achievement test results from the Chattanooga City Schools. After only one year of operation, the magnet school scored higher on state and national standardized tests than most of the other elementary and junior high schools. The school also had the highest scores in the city on the state's Basic Skills testing of the sixth and eighth grade reading and math. Of the students tested, 60% were white and 40% were black. The students represented a wide range of intellectual abilities and family incomes. On the Basic Skills test given by the school, students in sixth grade mastered 90% of the objectives.

Another indicator of success, being used by the school and recommended by Adler, is attendance information. Each month the school system publishes an attendance report for all city schools. In 1987 the magnet school had the highest attendance reported from any school. Attendance generally averaged 98%. Prigohzy explained the high attendance by

theorizing that the feeling of being special among the students motivates them to attend regularly.

Much of the success of the school can possibly be attributed directly to Prigohzy's dynamic leadership style and the commitment of his faculty. On the whole, the teachers are intelligent, energetic, and caring. They are friendly and informal, both with other adults and with their students. Although teacher dress is casual--anything from jeans to dress shirts and ties--attitudes about teaching and learning are not casual. Among the teachers, there is a seriousness about the mission of the school. The teachers are comfortable in their school and almost everyone I talked with expressed a love for the concept of the school. Several teachers had this to say:

We are asked to think in different terms and different ways, to stretch, to try things we haven't done before. It isn't that my teaching has changed since I have been here. It is just easier because everyone else does it. We try to replicate what our students will be doing lifelong. We have a collegial atmosphere. We get together on our own time. We share material and we are not competitive.

The collegial spirit of the school fosters teacher support of each other and, in turn, teachers provide a high level of student support, both personal and academic. This support is evident throughout the school, beginning in the director's office and extending to every classroom. Student and staff support help account for some of the successes the school has had. Many teachers talk about the importance of students feeling good about themselves. Particularly

impressive are the physical education teachers who are anxious to talk about their feelings about students. These teachers exude enthusiasm for what they are doing and they believe in children:

We believe that children should feel good about themselves. We have brought them to a point that now everyone will try. We don't allow making fun. We grade based on effort and progress. We stress getting along, doing their best.

Teachers frequently offer students help after school, and there is a regularly scheduled program where a small group of students meets each day with an assigned advisor. These groups are called C & C's, Conference and Conversation. They are multi-age groups that remain together for several years. The groups represent an opportunity for students to touch base with an adult, to exchange information, participate in informal discussions of issues and concerns and, according to the student handbook, even share hopes and dreams. The groups are also involved in community service projects.

One day during my visit I had the opportunity to visit one of the groups. Although most groups have approximately 15 students, this group was somewhat smaller. Eleven students were working with their advisor, one of the art teachers. The students ambled in informally and crowded around their advisor, who was standing at a small table. Either in pairs or individually, the students reported on their community service projects. The project for this

group was to find homes for animals from the animal shelter. The students shared a variety of pictures and a few success stories. Their advisor cheered each success and gently prodded those students who had not made much progress. Toward the end of the time they had together--approximately 20 minutes--the advisor asked about homework, and any special problems. She generally performed the role of cheerleader, coach, and friend. In closing, the teacher left the students with a seminar thought for the day, "Don't just read and accept."

The C & C groups seem to provide a positive social outlet as well as a support for the students. The students have fun. At the same time, they are serious about their projects, and, most importantly, they have a special adult who is making an investment in their lives. The C & C groups offer one kind of personalized attention. The director offers another.

Prigohzy regularly teaches a class, something he has done every year since the school opened. He explained that he likes to teach a different grade or subject each year to get a feeling for the differences in the needs of students at the different ages. Prigohzy seems to take a personal interest in each one. Students frequently drop by his office for a variety of reasons, from after school duties, or consultation on assignments to a simple "hello". Unless Prigohzy's door is closed, which is unusual, students come

in unannounced. Some seem to wait for an acknowledgment that it is okay to come in, while others just appear and are entirely comfortable with coming in and sitting down on the sofa and waiting.

Prigohzy values the personal relationships he has developed with his students; and now that there are almost 1,000 students in kindergarten through tenth grades he worries about maintaining the close relationships that were possible when the grades were fifth through ninth with a total of 450 students.

Even though it will not satisfy Prigohzy's need to know all of his students, several factors will help assure that the personal touch of the administration continues. With the addition of the K-4 program, a principal was also added. Mary Ann Holt is principal of the lower school. In addition to the responsibility for the total school program, Prigohzy shares responsibilities for the upper program with and Joyce Hardaway, the assistant principal.

The Upper School

The upper school is the original 5-8 program with the addition of the ninth and tenth grades. The upper school is departmentalized with two schedules. The high school--ninth and tenth grades--operates on a six period schedule, and the fifth through seventh grades operate on a seven period schedule. Because of the different schedules at the middle school, high school, and elementary school, there are no

bells. Neither is there an intercom. Both are a pleasant change from the traditional school, where bells and the intercom seem to interrupt throughout the day. Miraculously, students seem to get to their classes without the bells.

One day following lunch the commons area was filled with students who had just finished lunch and were taking a break before their next class. Most were involved in typical boy/girl rituals--giggles, gentle shoves, and mock fights. Several noticed my presence and quickly spread the word to others. However, other than a brief acknowledgement of my presence, there was no change in their behavior. One student told me, "We do whatever we want at lunch. Sometimes someone tells us to not jump on cushions if we have been too rowdy." Suddenly, at what must have been the appointed hour for class, and without any obvious signal from anyone, the adolescent play stopped, and the commons emptied.

Although the plan for no bells seems to work well for these students, some teachers complain that students are often tardy. One teacher told me he was frustrated without bells. He said, "Students are sloppy in getting to class." While I was in the school, I saw few students going to class late.

The curriculum in the upper school centers around basic skills, inquiry, personal growth, and experiential learning.

It is designed to be academically rigorous and, according to the student handbook, it is designed to focus on a search for truth and wisdom. Although some textbooks are used, particularly in the advanced sciences and math, textbooks are not the primary teaching tool in many classes. Science courses emphasize laboratory excursions, which encourage experimentation and inquiry; and, in the fifth grade, instead of the traditional social studies textbook, the curriculum focuses on the history of Chattanooga. The city is used as a learning laboratory. In fact, a nearby cemetery and museum were in use while I was in the school.

The upper school offers sunrise and sunset classes. These are special before and after school classes in the arts or other subjects that have been chosen to enrich the curriculum. Students are required to take one of these classes each year. Since no electives are offered, these classes offer students opportunities to explore areas outside the regular curriculum. An after school mentor program, made available through the University of Chattanooga, enriches opportunities for high achieving students.

Students in the upper school are evaluated by traditional letter grades. However, grades are accompanied by regular parent conferences, and beginning with the second grading period, a narrative report is included, indicating

what has been taught as well as an assessment of each student's progress.

The primary focus of the faculty is to help the students develop intellectually, socially, and physically and to assist them in becoming self-reliant individuals. Self-discipline is stressed. There are few rules and an atmosphere of trust where students understand that they are expected to behave well and to do their best academically. There is a widespread faculty belief that students can learn and that learning is a lifelong process. These shared values are reflected in the attitudes and actions of the teachers and administrators.

Although I heard almost no mention of Adler's three column curricular framework among upper level teachers, the three columns were very much in evidence. Many teachers I talked with and observed were using Socratic questioning and a variety of experiential activities to encourage student participation. Few of the classes I visited were strictly lecture. Along with seminars, regular coaching sessions were scheduled for the students. However, the coaching sessions I observed seemed loosely organized and without a clear focus.

Prigohzy and Hardaway told me that coaching is their weak area. Prigohzy believes that coaching can be most effective if organized around three areas, science, math, and English, with one third of the school year being spent

on each area. Currently the school is working toward improving this area and incorporating Prigohzy's idea.

The school has a Wednesday Revolution. Although seminars are not scheduled simultaneously, they are scheduled during the morning. Fifth through tenth grade seminars are scheduled for an hour and a half. In the lower school, fourth grade students spend about an hour in seminars and in the other grades the time varies according to the age of the child. Every student and all teachers in the school participate. The seminars are conducted either in the regular classroom or in several small seminar rooms scattered throughout the school. Led by one teacher, the seminar groups are small, usually 15 students. . Seminars are held in an informal setting. Students simply pull their chairs into a circle. This informality is easily facilitated in many classrooms where students sit in groups at round tables rather than in traditional one pupil desks.

I observed seminars in all grades in the upper school. On Wednesdays, everyone in the seventh through tenth grades use the same reading, and fifth and sixth grade students use the same reading. During my visit, the piece chosen for seventh through tenth grades was "The Biology of Bias." The reading was difficult and challenging. Both in the junior high group and the high school group, students were able to handle the difficulty of the material. The discussions were interesting, holding the attention of all the students.

Students were comfortable in the discussions with a high degree of participation. After the seminars were over, student and teacher enthusiasm for the seminars continued. Students continued arguing the major points of the discussion as they moved through the halls to other classes and I observed teachers continuing the discussion and critiquing their questions with each other.

Even though the seminar discussions observed were informal, they were controlled by the choice of excellent questions and by the ability of teachers to listen to student responses. In all seminars students were expected to be prepared and to participate. In one high school seminar, a student who had not prepared the reading sat outside the circle, and a few students, who attempted to dominate the discussion, were kept on track by their teacher and other students who questioned them.

The high school students I observed had been together for three years. Their teacher, who was a little hesitant about my visit, was in her second year. She expressed excitement over some of the things that have happened to her teaching since she came to the school:

I used to think you had to teach by lecture. Now I can motivate my students because I involve them in questioning. I also include some projects. I want my students to think about what they are going to do and to like what they are doing; so I don't just assign work.

All of the teachers in the school have been trained to

conduct seminars, and they understand the expectations of the Paideia program. Before the school opened in 1986, the upper school faculty participated in seminars, observed seminars, and had opportunities to conduct seminars. Prigohzy, Murrah, and staff from the University Of Chattanooga prepared seminars and worked with the teachers. Junior Great Books training, which is used in some Paideia programs, was not used. As new teachers are hired, they are acclimated to the system through the same type of training, however, the school is unable to offer as much time to new teachers as was offered to the initial staff.

There are no written guidelines for the program. A faculty committee is responsible for selecting readings and coordinating the planning for possible seminar questions. As often as possible, original works are used for reading and for seminars. Readings are submitted to the committee by the faculty, students, parents, and the administration. Each reading is judged on its merits, and the faculty committee makes the final selection. Initially, many reading materials were obtained through Paideia programs in Chicago and through The Paideia Associates. Another interesting strategy called forum, a short current events session designed to expose students to timely issues and events, is being used at all levels.

Most teachers like seminars, and they believe their students are well ahead of students who have not had these

experiences. One parent told me about the change in her children. "My children's thinking is more ordered. They can take the initiative where they hadn't been able to before." Another parent told me she was impressed by the responsibility that was being developed and the independence of thinking that was encouraged and allowed.

Parents are pleased with seminars and they are delighted in general with the upper school. I heard many positive comments from parents whose children had been in the school several years. One parent had this to say,

My children have enjoyed the school. They wanted to come for foreign language and computers. I like the student participation. I have seen a change in my son. He is excited about school. He can work toward his level through the mentor program that has been arranged. As long as the city considers us experimental, not having to conform with everyone else, our school will continue to be good.

Upper school parents feel a sense of ownership in the school and they like the association with other parents. "There are many parent volunteers here, more emphasis on the arts, and creativity is stressed as part of the school day." Volunteers help make this atmosphere possible.

With the requirement that every parent volunteer at least two hours each month, the volunteer program is so large that one full time and one half time volunteer coordinator have been hired to organize the program. The coordinators are responsible for scheduling volunteers for many responsibilities--from helping individual students to teaching mini courses that are offered throughout the year.

In keeping with the school emphasis on lifelong learning, seminars are offered to parents. Parents also assist with arrangements for the community service work required for each student. This project, which is an extension of the C & C groups, enables every student to spend one full day in community service under the guidance of the C & C advisor. In addition to these services, parents raise funds to assist with the instructional program, and they run a specialty shop on the main floor of the building.

The Lower School

The lower school program of the Chattanooga School for the Arts and Sciences opened in August, 1988, with 350 students and 14 teachers. Plans for the K-4 program were part of the original long range plan for the school. Because of the success of the 5-8 program, the Chattanooga School Board made the decision to expand the program to the lower grades. The school had been in operation for six weeks when I visited. Except for the fact the building is old, the school looks brand new. Everything is freshly painted. New carpet has been installed in all of the rooms, and student desk chairs and tables are new. Modifications to the building have been made to assure that young children's needs are met.

Many materials that had been ordered had not arrived when I was there, therefore many library shelves were empty. To the delight of the librarian, long awaited plaid

upholstered benches had arrived. These were placed in front of the library fireplace. Although the fireplace is not usable, it is complete with a mantel, which has been decorated with Mother Goose and large cutout ABC's. The white plastered walls and mauve woodwork decor of the upper school have been used in the library, and the same blue wainscoting is in the halls and classrooms of the lower school.

With the exception of the fact the mission of the school is in place, the addition of the lower school program seems far more akin to the opening of a brand new school than it does an addition to an existing program. Leadership for the new program is being provided by Mary Ann Holt, who radiates enthusiasm. Holt is in her mid forties, blond, with large expressive gray eyes, and a smile that reflects the joy she feels over being principal of the K-4 program. Holt comes from a background of teaching at the early childhood level, has served as a teaching principal, and was a Basic Skills first consultant for the southeast region of Tennessee. Holt said she has always liked the Socratic method of teaching and really wanted to be in a Paideia school, finding it not unlike what she had done before.

In the process of opening the school, Holt had the opportunity to choose 14 teachers from a pool of 75 applicants. She reported that the quality of teachers who applied was "mind boggling." Said Holt, "In selecting our

teachers, we didn't ask them to change their way of teaching, but we did hire based on the school philosophy." During the interview process one of Holt's questions for the teachers was whether they could teach without textbooks. All who were hired answered that they could. Holt described the decision to forego textbooks as one of her biggest decisions. Instead of traditional reading books and other textbooks, with the exception of math, teachers are using a whole language approach. With this approach the focus is on literature and an integrated subject approach to learning. Children read from a variety of books and the curriculum is thematic. "Our children keep journals, and we are often teaching reading through writing," reported Holt. "We refer to the Tennessee Basic Skills materials for our scope and sequence."

What Holt and the K-4 staff are attempting to do is to operate a school almost totally based on the principles and the curricular design recommended by the Proposal and The Paideia Program. The Proposal has even been edited to serve as the teacher handbook. Holt wants Adler's curricular framework to be expressed as a natural part of the elementary school program. Coaching, according to Holt, should be occurring all day long in every subject at this level. The major changes she sees are the Wednesday Revolution with seminars at every level, the absence of textbooks, and the absence of ability grouping. She

explained, "One area in which we disagree with Adler is on his belief in a sterile environment. Our walls are full of children's art and writing."

The walls throughout the school are covered with the children's colorful work and with bulletin boards and interest centers set up by the teachers. It is anything but a sterile environment. Everywhere there is evidence of a great deal of hard work and commitment on the part of the teachers. And there is evidence of a commitment to the teachers. Teachers are actively involved in the planning process, down to proposing the ideal schedule, and each teacher has an office outside of the classroom. The offices have as many as six desks in one large room. Each desk is accompanied by an attractive and comfortable upholstered chair and a personal file cabinet. One teacher told me she loved her office area, "It just feels good to have a place to go."

Even though attempts have been made to establish a professional environment for the teachers, the reality is that they have very little time to take advantage of these amenities. Each teacher is assigned 25 students and the responsibility for a highly individualized program. Only the kindergarten teachers have the assistance of a teacher's aide, with two teachers sharing one person. No additional classroom or clerical assistance is available for the other

teachers. However, classroom volunteers will eventually be available to provide some assistance.

In preparation for the new school, the newly-selected teachers spent two weeks in workshops. According to Holt,

The goal was to have the teachers involved as learners. It was learning for its own sake. We took walking tours of the city. We took sensitivity training, studied the history of the city, and we had seminars.

Like the upper school, teacher training for seminar teaching was accomplished through a process of participating, observing, and conducting seminars.

The training the teachers had has prepared them to conduct seminars, and it has made a difference in attitudes. All of the teachers seem to share a common mission: every child will learn in an active, hands-on setting. However, there is a question about the teachers' preparation to face the radical changes they are having to make. Even though all agreed they could teach without textbooks, as the reality of day to day preparation without their familiar books and groups sets in, many are expressing a need for these things. Teacher frustration was apparent at a meeting of the K-4 faculty I attended.

Holt conducted the meeting for the purpose of establishing budget priorities. The discussion quickly turned to the sharing of successes and concerns. Although many teachers had successes to share, the concerns seemed to dominate the meeting. The major concern centered around the teachers' requests for a reading book. Several suggested

that they review the Open Court series. Others mentioned that they believed that some structure was needed for the learning process--particularly the skills. Holt coached them by saying, "what lifelong learners need is a flow to learning, not a chopped sequence."

Holt is working hard to keep morale up among her teachers, but she is not willing to sacrifice the school's commitment to Paideia. Holt did announce that a consultant would work with the teachers during the coming weeks to assist with their understanding of the concept of whole language--a plan that incorporates writing, language, and reading in an integrated approach. By the end of the meeting, there seemed to be some general consensus between Holt and the staff that Open Court would be reviewed, and that teachers could consider other supplemental reading materials such as "Weekly Reader" and "Scholastic Magazine."

Later during a conference between a fourth grade teacher and Holt, teacher concerns over the new program surfaced again. The fourth grade teacher had come to Holt on behalf of his team to ask permission to group the fourth grade students for math. He was proposing ability grouping. Holt questioned the teacher on his understanding of Adler's philosophy on grouping, and then explained that only flexible grouping is permissible in the school. The teacher expressed a desire to try flexible grouping, but seemed unsure about how to use this grouping strategy. Even though

the teacher's concerns were not resolved, Holt was understanding and supportive. She promised help from the consultant who was coming.

Both in the faculty meeting and during the teacher conference, it became apparent to me that the lower school teachers are groping for answers. Many seemed terribly insecure and concerned that their children are not getting what they need. One teacher told me she just did not know what was expected of her. "Right now it is all overwhelming," she confessed. Another teacher seemed a little more secure and she expressed her delight over the way her children have developed.

At first, children didn't open up and talk but gradually this changed. Now the children think about issues. They respect the rights of others to speak up and discuss.

The same teacher told me she is unsure of her decision to teach at this level. She said, "I like whole language but I am concerned about the skills. Right now I am anxious." To relieve some of her anxiety, the teacher is keeping a record in her planbook of all of the skills she has taught.

Some parents are also anxious. One parent talked with me about her concerns, concerns she believes other parents have.

As a former teacher and parent, I have mixed feelings about the lower program. At this point I don't buy the whole language approach for reading. My first grade child is having problems. No phonics are being taught.

My child has no clues for knowing words; therefore, he is memorizing. There is no carry over.

This parent expressed general discontent with the lower program. She not only criticized the reading program, but she also criticized the discipline in the lower school.

As with any new program, the lower school program is experiencing growing pains, both on the part of parents and on the part of the staff. Some teachers are quite comfortable with the program, while others are far from understanding what is expected.

In spite of the problems, many positive things are happening in the school. A great deal of bonding and camaraderie is occurring among members of the staff. They are speaking a common language and they seem to have common goals even though, some teachers are unsure, at this time, about how to achieve these goals.

The teachers selected for the lower school are an attractive and professional looking group. They are enthusiastic and articulate. Almost without exception, the teachers I talked with considered themselves questioning teachers who did not have to change their teaching style in order to work in the program. A change in teaching style may not be a change many have had to make, but there are major changes--regularly scheduled seminars, the absence of textbooks, and the absence of ability grouping.

There is a cooperative spirit among the staff in the lower school that should enable them to work through their

problems. And Holt is determined the school will succeed. She and her staff seem willing to invest the time and their talents to see that it does.

One of the many challenges ahead for Holt, Prigohzy, and Hardaway is the bonding of the lower and upper school faculties into a cohesive working unit. Monthly joint meetings and occasional exchange excursions by teachers and students are beginning to help. One kindergarten teacher reported that she had startled the whole upper school with her search for the Gingerbread Boy. "They thought I was crazy and I must admit I was a little embarrassed," she said with a big grin. Also some of the upper school teachers are beginning to work with the younger children during their planning times, and upper school foreign language teachers are regularly scheduled in the lower school.

The Little Engine That Could

Probably no one captured the essence of the changes that are occurring and the vision for the future of the school any better than Joyce Hardaway. Hardaway is bright and articulate, and she has a smile and an optimism that I will not forget. She also has a reputation for being smart and tough. "When students have misbehaved and the teachers want to 'draw blood,' they bring them to me," she mused.

Hardaway shared her views of the program with me:

One of the things that makes us different is that everyone is willing to take a risk. When we came here we wanted a diversity of students. We have worked hard

to have a mix. We didn't want the same children together all day long. We have achieved this by flexible grouping in classes, coaching groups, seminars, and the Conference and Conversation groups. Paideia has changed the way our kids act. They feel free to question, to express themselves, and to justify what they say. I would say our children know more. The genuine caring expressed to them through the C & C groups has helped. I don't want to say our teachers haven't used Socratic teaching before, but the difference now is that the kids here are surrounded by it all day. I like the one-track curriculum. We are making it work. We are really giving kids equal access. Our biggest hurdle to overcome has been the fact that our kids come from all over. They had been used to very different expectations. Now we have high expectations for the elementary program. We don't expect to see the wide diversity of expectations in three years that we have had. I believe that Paideia can work. It is just like The Little Engine That Could. We think we can, and we will.

The culture of this school has been shaped by a commitment to the Paideia principles. The program--and even the building--offers an alternative to what is commonly found in schools, and it seems to be working. The faculty is committed to educating all of the children, not only with the same quantity of schooling but with the same quality. A high quality liberal education is available to every student. Parents are partners in the educational process, and the administrators are true educational leaders of the school and the community. Students take responsibility for their learning, and in most classrooms they are actively involved throughout the school day. Most important, the faculty and staff of the school value learning, and they demonstrate their own desire for lifelong learning each day

as they work to turn the dream of the citizens' group into reality for Chattanooga children.

Glen Arden Elementary School

A Picturesque Community

Glen Arden Elementary School is a K-5 school, situated on forty acres of picturesque mountain land in Arden, North Carolina, one of the fastest growing communities of Western North Carolina. The school is located near the Asheville Airport and a major industrial park. When the school was completed in 1971, it was the first new school in Buncombe County in over twenty years. The school was built near a small residential development in a somewhat rural area. Today, the school is surrounded by several large middle class neighborhoods. During the past four years several of the neighborhoods served by the school have been incorporated into the city limits of Asheville, the largest city in Western North Carolina.

Nestled in the Blue Ridge Mountains, Asheville has been a favorite tourist attraction to thousands since the early 1800's "when its cool, crisp mountain air was advertised for its restorative powers, particularly for those who suffered from consumption" (Tessier, 1982, p.7). During the 1800's Asheville became a playground for the very rich. The Fords, the Firestones, and the Vanderbilts were among many well known figures who spent time in the area. Today, the home

of the Vanderbilts, The Biltmore Estate, is a major tourist attraction as is Thomas Wolfe's boyhood home.

Each fall thousands of tourist flock into the area to see the display of fall foliage and to participate in many of the craft and mountain music shows held annually. Asheville has been described by Mitizi Tessier (1982) as follows:

Asheville is not truly a southern city, neither is it northern, though many of its leaders came from the north. It is not mountain either, in the fabled sense of the word, though surely the music, speech, and customs of the mountain people are part of its culture. It is more regional in nature, populated by intelligent, friendly Ashevilleians who are fiercely proud of their background. (p.7)

Although surrounding Buncombe County is a diverse county ranging from very rural regions to the more urban areas, some of these same descriptions apply. This is particularly true of the people in the Glen Arden School district. The population is a mix of Asheville and Buncombe County natives and families that have recently moved to the area as a result of the industrial growth.

The Setting

Glen Arden School was designed to take advantage of the natural beauty of the area. Natural cedar siding and field stone were used on the exterior of the building, and these same materials were used to enhance the interior design. The building has an architecturally open plan. Large open spaces serve as classrooms for several groups of students in

one grade level. Occasionally, several grades occupy one large area. Six of these areas contain first through fifth grades, with generally three classes per area. In addition to the six areas, are four kindergarten classrooms added in 1976. With the exception of the kindergarten, all classroom areas are visible from the library, which is in the center of the building.

The building is a colorful, comfortable building for young children. All classrooms are carpeted in blue, green, or tabasco colored carpets, and all have tiled areas that can be used for art. The kindergarten and library have carpeted pits that are used for storytime, plays, or instruction. The large inviting library is well stocked with a variety of books, records, filmstrips, and other media. Many of the library shelves are covered with stuffed versions of the children's favorite storybook characters. While they read, children can lounge on stuffed cushions near magazine racks. In one corner a flying Mother Goose is suspended from the ceiling.

The lobby is decorated with a bright blue carpet and yellow upholstered furniture. Hanging baskets of ferns and potted plants add to the decor to make the area a warm and inviting place for children as they come to school each morning or as they wait for parents. While they are waiting, children can browse through a large basket filled with appealing books.

The neutral walls in the main hall are decorated with large yellow and orange carpeted panels, used to display student work. Placed on one wall facing the entrance to the lobby, there is a framed picture of a rather sad looking clown, painted by a former fifth grade student. The picture is one of several pieces of student art which make up the Principal's Art Collection. Each year a special piece of student art is framed for the school. Student work is also displayed in the halls, the library and in every classroom.

As they pass through the lobby or the rear entrance, Glen Arden children are welcomed to school each morning by either the principal, the assistant principal, or by a teacher assistant. They are also welcomed by signs over each interior entrance door that read, "The People Who Walk Through These Doors Are Special."

Glen Arden teachers and children are special. Glen Arden teachers have gained a reputation for excellence throughout the county and the state. During the last eight years, they have won eleven major awards for excellence in teaching, including two Buncombe County Teacher of the Year awards and one teacher has been recognized nationally.

In 1987 Joan Lance, a kindergarten teacher, received one of the first Christa McAuliffe fellowships given in the nation. Joan won the fellowship based on her plan to use the grant to invite other early childhood teachers from Western North Carolina to visit her whole language

classroom. During the 1987-88 school year Joan had over 150 visitors.

Joan's pioneering spirit is indicative of the caliber of teachers in the school. On the whole, Glen Arden teachers are attractive, intelligent, and articulate. Highly committed to their students, most teachers work long hours in planning and in preparing materials. Teachers team teach in open classroom areas. Throughout the building, there are a variety of team teaching arrangements with either two, three, four, or five teacher teams. With the exception of fifth grade, all classes are self-contained. In fifth grade, teachers share students for math in a modified ability grouping plan. In all grades teachers work cooperatively to plan the curriculum for each grade level, and team leadership rotates among the members of each team on a six week basis giving everyone the opportunity to be a leader.

Glen Arden teachers are highly professional, and they provide leadership both in the school and outside of the school. Many are involved in a wide range of professional activities, from providing workshops for other school systems and conferences to having visitors in their classrooms. In addition to the 150 visitors to Joan's classroom, over 70 additional teachers and administrators visited the school during the 1987-88 school year.

The paraprofessional staff and support staff of the school complement the teachers. Almost without exception, they are equally hard working and caring. Many devote time beyond their regular day to assure that all of the needs of the children are met. An assistant principal works with the principal to supervise the staff of 67. In addition to the 32 teachers, there are 19 instructional assistants, four custodians, six cafeteria workers, five bus drivers, and two secretaries, with a minority representation of slightly over three percent.

Kathy Noyes, a tall, vivacious blond, is assistant principal. Kathy began her teaching career at Glen Arden fourteen years ago. Three and a half years ago she was promoted to assistant principal. Kathy has an outgoing personality that has won her the respect of the staff, parents, and children. An excellent organizer, she is also outstanding in public relations. Kathy's sensitivity to staff and community needs makes her an invaluable asset to the school. Kathy and other members of the staff have made significant contributions to the school that have resulted in the school's being recognized for excellence.

In 1984 Glen Arden received a Governor's School Programs of Excellence award for the parent volunteer program. On two other occasions the Buncombe County Schools administration chose Glen Arden as a candidate for the Governor's School Programs of Excellence award--once for the

school's writing program and second, in 1988, for the Paideia program. The school has also been the district winner of two Keep North Carolina Beautiful awards and one National Citation, third place, in the Keep America Beautiful program. In 1988 Glen Arden was selected as a state winner in the National School Programs of Excellence program.

The 628 Glen Arden students do not represent a diverse ethnic or racial population. The community is basically white, middle class, with a small black population. In the past the school has served students from several foreign countries. Today, only three percent of the students are minorities. Among these minorities, are eleven black students, several Oriental students, and one student whose family is from India.

Even though there is little diversity in the racial and ethnic makeup of the school, there is diversity in the wide range of individual needs. The special services department of the school serves an entire range of students from those who are mildly physically handicapped to those who are highly gifted. Approximately 50 students are classified as learning disabled, and a large number of students have intelligence quotients (I.Q.'s) in the 120 to 130 range. Each year during fourth grade testing, approximately six percent of the students score over 130 on the cognitive abilities test. Because of the high number of academically

talented students, the school has always offered enrichment opportunities for all children at each grade level.

In addition to being academically capable, Glen Arden children are beautiful, happy students. They are loving, generally well behaved, and outgoing. Most come from supportive and enriched homes. The majority of children are in two parent homes. An estimated 25% of Glen Arden students live in homes that have been affected by divorce or separation. Only about five percent qualify for free or reduced lunches.

Many Glen Arden students have won recognition for the school through their writing, the President's Physical Fitness program, and by participation in the Odyssey of the Mind program. Over the last seven years the Odyssey of the Mind teams have won four state titles, and they have participated in two world competitions.

On the whole, Glen Arden parents are interested in education and supportive of the school. Over the years several Glen Arden parents have been recognized for outstanding volunteer service to the school. In the spring of 1988, two parents were recognized by the Parent Teacher Association (PTA) on the state and district level for outstanding volunteer service. Each year more than 3,500 hours of volunteer services are given to the school by over 235 registered volunteers. Parents are in the school on a

daily basis, serving as partners in the educational process for their children.

Parent support is felt not only in the classroom but also through their efforts to provide services for the children. Through annual fund raising efforts, the PTA has contributed over \$100,000 to the school during the last four years. From these funds, the school has been able to hire additional personnel and to purchase a wide range of other educational materials and services. In August of 1988 a computer lab assistant was hired to assist with the coordination of the computer program for the school.

Although the financial contributions to the school have been substantial, the individual contributions of time and talent have been as great. Over seven years ago a teacher suggested that trees be planted adjacent to the playground to serve as a windbreak. The windbreak was envisioned as a plan to make the playground, which is buffeted by strong winds, more usable for the children. A parent, Robert Anderson, who works with the United States Forest Service, created a project, now in its seventh year, that has involved every child in the school.

The Forest Service donated over 500 trees, which were planted in the windbreak. The trees included thirty different varieties that were used to establish the school's arboretum and nature trail. A once barren field is now a young forest that shelters children at play and provides

science and conservation education for all of the children. During the seven years since the project began, Anderson has devoted time to all classes. He has assisted the children in maintaining the trees, planting new ones, marking the nature trail, and preparing a self-guided tour: and he has worked with teachers in science instruction. In May of 1988, Anderson's son, Rodney, completed his Eagle Scout project beside the arboretum. With the help of his dad and Scout Troop 72, Rodney designed and built an outdoor classroom that seats over 75 children.

The imprint of caring teachers, supportive parents, and happy children is felt throughout the school. The school is relaxed and informal and it is frequently filled with laughter. All of the adults call each other by first names, and the assistant principal, librarian, head custodian, and principal make an effort to know most of the children's names. These efforts are met with spontaneity and affection from the children. Hugs and affectionate notes are not uncommon. All of the children are particularly fond of the custodians, especially Mr. Brown, who takes a special interest in each one.

For the most part, the staff is happy. The turnover rate is below three percent. However, some teachers complain that the school is a stressful place in which to work. They attribute their stress to several things; the open building, which is now overcrowded, the high

expectations from the community, the Career Ladder and new programs, the principal's high expectations, and the high expectations set by the teachers themselves. Some teachers seem to feel that the school is highly competitive, particularly because of the numbers of teachers who have received awards.

Currently, many efforts are underway to alleviate and better understand teacher concerns. Recently, a support team was formed in connection with the Effective Schools program, and the administrators are trying to recognize the staff through daily visits, personal notes, and birthday cards. In spite of the occasional stress teachers feel Glen Arden teachers as a group willingly embrace new ideas and change with enthusiasm.

Introducing the Staff to Paideia

With the exception of a five month period when I was assistant principal at W. W. Estes Elementary School, I have been at Glen Arden Elementary School for the last seventeen and a half years. For eight and a half of those years, I taught third and fifth grades, and for the past eight and a half years I have been the principal. Since I have been principal, one of my goals has been to keep the staff abreast of the latest developments in educational research and, whenever feasible, to use research to improve the instructional program for children.

When I heard about Adler's Proposal in the summer of 1985, I became interested in the possibility of implementing a Paideia program at Glen Arden. For some time I had been concerned about the effects of ability grouping and tracking on students. I had also been interested in expanding our Junior Great Books seminars from our limited use with enrichment students to all students. The active learning promoted by Adler seemed to be a natural companion for the programs already underway in the school. Three years earlier teachers had developed a comprehensive, school-wide writing program. Math manipulatives were being used at all levels, and an inquiry science program that had been in use in the school for over fourteen years was being expanded to include the resources in the arboretum and nature trail.

During the summer and early fall of 1985, Karen Campbell, principal of W. W. Estes Elementary School, and I discussed the Proposal, and we began to consider alternatives to the ability grouping practices that were present in both schools.

In the spring of 1986, I attended the Principal's Executive Program at the Institute of Government on the campus of the University of North Carolina at Chapel Hill, where I was reintroduced to Adler's Proposal and to his other books on Paideia. I also had an opportunity to hear Adler as he discussed his Proposal at a conference sponsored by the University. I was impressed with what Adler had to

say and with his writing. I felt a sense of urgency to involve my staff in finding ways to assure that all Glen Arden children have equal access to the same quality, as well as the same quantity, of education.

In August of 1986, I introduced the Glen Arden staff to Adler's Proposal. I made my presentation at a faculty meeting, where I also handed out copies of a summary of the Proposal and Adler's Wednesday Revolution speech; and I talked with many teachers individually. From their experience with the Junior Great Books program, many teachers were already familiar with the use of student seminars to discuss classical literature. Junior Great Books had been used for about 10 years as enrichment for advanced readers in the third through fifth grades. However, the program had never been used with all students. Because there is no Junior Great Books program for kindergarten and first grade, teachers at these levels had little experience with seminars. After my initial introduction several teachers in kindergarten and fifth grades expressed an interest in beginning Paideia seminars. I worked with these teachers to secure materials, and in some cases I co-led seminars to help them get started.

In September of 1986, Karen and I were invited to attend a conference for principals at Wye Plantation in Maryland. The conference was sponsored by the Exxon Corporation and hosted by Adler and the Paideia Associates.

Thirty principals from the eastern United States attended. The purpose of the conference was to provide the principals with the opportunity to participate in seminars, to hear Adler, and to get acquainted with him. The conference also gave Adler the opportunity to ask principals for a commitment to implement a Wednesday Revolution in their schools. Karen and I made the commitment for our schools. Because both schools are elementary schools in the T.C. Roberson District in Buncombe County and in close proximity to each other, we planned to involve the teachers in both schools in working on the Wednesday Revolution project. When Karen and I returned home, we made presentations to our faculties and to the superintendent. Initially, some teachers were skeptical but gradually most became enthusiastic about trying something new.

Our commitment to the Wednesday Revolution required setting aside at least two hours of time for seminars in the fourth and fifth grades--less in grades K-3--and it involved matching a \$3,000 Exxon grant with local funds. The superintendent approved the project and the use of regular staff development funds to pay for Junior Great Books training and other training. PTA funds were requested in both schools to complete the requirement for matching funds and to purchase books. With the approval of the two faculties, the PTA's, and the superintendent, we began planning a Wednesday Revolution for the fall of 1987.

The Wednesday Revolution

Before the time arrived for the Wednesday Revolution, a quiet but significant revolution had already taken place at Glen Arden. Teachers who were conducting Paideia seminars with their children spread their success stories to other members of their teams. Slowly, other teachers began to experiment with the seminar approach. By the spring of 1987, all Glen Arden fifth grade teachers and two kindergarten teachers were holding weekly Paideia seminars. These teachers provided much of the leadership for the developing Paideia program.

During the spring Karen and I continued to plan with members of our faculties to introduce the Wednesday Revolution to the parents of both schools and to set up a training program for the teachers. Using monies from the Exxon grant, we enlisted the services of Paideia Associates, Dr. Patricia Weiss and Van Langston, for an evening, May 4, 1987, and for a full day on May 5, 1987. On the evening of May 4, a joint parent meeting was held at Estes Elementary School. Langston and Weiss introduced Paideia and the Wednesday Revolution to the parents and to the teachers from both schools. The evening met with mixed reviews from the parents. The major concern seemed to be with Langston's delivery of Adler's Wednesday Revolution speech. In retrospect, Karen and I surmised that the Wednesday Revolution speech cannot be delivered effectively by anyone

but Adler. In spite of the concerns, parents and teachers were enthusiastic about the possibilities of a seminar program for their children.

On May 5, all teachers in both schools were released from classes for seminars that were held in each school. Teacher assistants and volunteers covered classes in kindergarten through third grades, and substitutes were hired for fourth and fifth grades. While Langston worked in one school, Weiss conducted seminars in the other school. The two exchanged places at noon.

During the day teachers had the opportunity to observe a demonstration student seminar and to participate in a seminar. Opportunities were also provided for discussion. Through monies from the Exxon grant and the Paideia Associates, each school received a set of 20 each of the three volumes of Paideia books. PTA funds were used to complete the sets for all teachers. Before the seminars, teachers had been required to read all three books. They were given staff development credit for their participation and preparation.

Over-all, teacher training was successful. Teachers who had been conducting seminars were encouraged to continue, and others were inspired to begin. By the end of the school year, all students in fifth grade had participated in seminars; and many students in fourth, third grade, and kindergarten had participated. In late May Karen

and I held a seminar workshop for all teacher assistants in both schools.

In August of 1987, Junior Great Books training was provided for all teachers in both schools. Following the training, a teacher was chosen from each grade to serve on the Paideia committee. The librarian and a teacher from special services from each school completed the committee. Since the Paideia committee was formed, these teachers have provided the leadership for the seminar program. Members have been responsible for scheduling materials, ordering books, and evaluating the program.

In early September the remainder of monies allocated through the Exxon grant and local funds was used to release the Paideia committees from both schools for a day and a half planning workshop. During this workshop teachers from each school teamed with their counterparts from the other school to select seminar reading lists and to draw up guidelines for the program. By the end of the workshop, completed reading lists had been prepared, using the reading lists from The Paideia Program, Goldblatt School in Chicago, Junior Great Books, and recommendations from the Paideia committees. A target date for the first school-wide Wednesday Revolution was set; guidelines were readied for distribution to all teachers, and books for the children were purchased. (see Appendix F)

Since September 17, 1987, when over 1600 students in the two elementary schools experienced their first Wednesday Revolution, both schools have conducted weekly seminars, followed by writing and coaching, for all students in every grade. With the exception of kindergarten, two teacher teams conduct seminars with approximately 26 students. Seminars are held in an informal setting in the classroom. Students arrange their desks in a hollow square formation or they put their individual chairs in a circle. In kindergarten, the teacher conducts the seminar in two sessions with small groups of approximately 12 students each. All Glen Arden teachers, including special education teachers, teacher assistants, and the principal and assistant principal, participate.

Wednesdays are a special day for Glen Arden children and for the staff. Beginning at 8:15 and lasting until approximately 10:30, all children are involved in reading, seminars, writing, or a project that has grown out of the seminar. The atmosphere in the school is very different. A "hush" almost falls over the building. There is less teacher talk and teachers are sitting with their children rather than standing at the head of the class. Everywhere children and teachers are enjoying reading and discussing ideas.

In kindergarten through second grade, the children either bring their chairs to a circle or they sit in a

circle on the carpet to listen to stories read by their teachers. Following the story, the teacher poses a question that guides the discussion which lasts from 15 minutes to 30 minutes for these children. During the discussion the children agree and disagree with each other and they support their opinions based on the text. In third grade the teachers combine student and teacher readings of the materials.

In fourth grade, students are given class time the day before to prepare their reading which may be a selection from the Junior Great Books or several chapters from a novel that is on the seminar reading list. Fourth grade seminars begin promptly at 8:30 and last until 9:30. In fifth grade students are given class time to reread the seminar selection just before the seminar. Fifth grade seminars begin between 9:00 and 9:30 and last until approximately 10:30.

I particularly enjoyed one seminar on several chapters from Where the 'Red Fern Grows. When I arrived, the fourth grade students were seated in a circle with their two leaders. Their teacher began the seminar by having the students summarize the main ideas that had been covered in previous seminars. Hands went up as the students eagerly shared what they remembered from the story. The teacher's face radiated her obvious enjoyment of the story and her pleasure over hearing her students recall what they

remembered. Following the summary, one of the leaders asked a question: "Why didn't Billy ever think a dare could turn into tragedy." The question elicited puzzled expressions from some students but most quickly raised hands and began to offer reasons. One student suggested that Billy took a dare because he had confidence in himself. Another said that Billy took a dare for a lot of reasons--to help friends, to get money, and to get more friends. Another said that Billy had so much confidence in his dogs that he did not think of the consequences. For the remainder of the seminar, the students discussed Billy's motivation for taking a dare and the subsequent consequences that led him to disobey his parents.

I visited third grade during a lively discussion of "Little Red Riding Hood." The third grade children and their teacher were sitting on the carpet in a circle. Brendon was discussing Little Red Riding Hood's disobedience and how this could affect her life as an adult. Brendon said, "She will have trouble when she grows up. We must learn to follow directions. When we don't we get our names on the board." The teacher replied, "You are saying when in our room a rule is broken there are consequences? Then did Little Red Riding Hood pay a consequence?" Several children answered that Little Red Riding Hood did pay consequences. One child commented, "She was eaten by the wolf." At this point the discussion moved from student answers on the kinds

of consequences Little Red Riding Hood paid to how she solved her problem. Throughout this seminar the teacher intently listened to her students and she probed each answer with a follow-up question. Students also asked each other questions and they challenged answers. Every child in the group was actively involved. The seminar ended with the teacher asking the children if Little Red Riding Hood had learned a lesson.

The events of the seminars are being documented by the teachers. To assist with documentation and evaluation and for the development of a resources file, every teacher has a Paideia notebook containing logs of each seminar. The logs provide space for seminar questions, an evaluation of each seminar, and follow-up activities. Periodically, teachers from Glen Arden and Estes exchange logs to expand the resources at each school. The logs, teacher and principal observations, and student and parent responses to the seminars have been used to evaluate the program. In addition, writing samples collected from all students are reviewed and evaluated.

The responses to the program have been positive. On June 3, 1988, I randomly talked with children about seminars as I welcomed them to school. I asked what they liked and disliked about seminars. They gave me interesting and candid answers. Almost without exception, the children told me they loved seminars. One child said,

I like to be able to express my opinion. Also, I like to listen to what other people have to say. Seminars are really better than regular reading because we spend more time discussing the story, not just answering questions.

Another student told me,

Sometimes it is long. I don't like preparing notes ahead of time. I don't need them to help me remember. I do understand the ideas better when we have seminars. Also, I love the stories. They are good. If I had to make a choice between reading and seminars, I would take seminars because it is funner. I hope they will have this in middle school.

On June 7, 1988 I held discussions with groups of fourth and fifth grade students. Amy told the group, "I like discussing after we read. We can let our true feelings come out." Another student told me that he found seminars boring and that he preferred reading class. Anne wanted to make suggestions to the teachers. She proposed, "We need to vary writing assignments more. Teachers should ask us to write or draw what we feel about the book." Several other children offered suggestions for improving the program. Some of these suggestions were to occasionally allow students to ask a question, to cut down on the length of reading assignments, and to avoid factual questions. Another student suggested pairing students before the seminar to retell the story.

Some children reported on specific skills they felt they had gained through seminars. James said, "Seminars have helped me get into good books. I never liked reading before. Seminars have taught me to listen better." Misty

said, "Now I understand more things. This has helped me summarize better." And John said, "Now I can discuss and support what I say." Other children talked about overcoming their fear of speaking up. Angie told the group, "After listening to what others have to say, now I have the courage to speak up."

Teachers made some of these same observations of their students. One teacher summarized what many told me when she said,

Seminars are worthwhile for teachers and children because of what children can contribute to the discussion. The children have learned to support their opinions. And the learning disabled children are able to ask good questions.

Several other teachers discussed the positive transfer of their improved questioning skills to other curriculum areas. And some teachers have been surprised with the results of the program. One new teacher told me,

I had some misgivings when you introduced Paideia. I didn't think it would work and I wasn't sure I liked the idea. I was so surprised at the results. I think seminars truly place children in a more equal setting. It actually offers opportunities for equality. I say this because some of my children who don't do as well academically had the deepest insight of any of the children in the group. There is no comparison between comprehension in stories in reading books and our seminar readings. Reading books are almost "Mickey Mouse" in comparison.

Not all teachers have readily accepted seminars. In some instances teachers have told me they are concerned about missing reading--a statement that seems to illustrate the dependence upon basal texts that often dominates the

teaching of reading in many schools, including Glen Arden. A special education teacher continues to be concerned about her students missing class time with her. She has also expressed concern that her students do not seem to get as much out of seminars as she believes they should.

All of the parents I have talked with have praised the program. Jim told me he loves the idea of seminars. "This will make our children think. And it exposes them to literature," he said. And Kay made a special trip by my office to tell me that Rob's favorite part of school is seminars. Rob had told his mom that he loved the stories and felt good about the reading and discussion.

In January of 1988, Glen Arden and Estes were awarded a second Exxon grant. The funds were used to bring Mortimer Adler to the schools to conduct a demonstration student seminar and to talk with teachers and other educators in the county. On May 16, Adler spent three hours at Estes Elementary School working with students and teachers. He conducted a demonstration seminar with fifth grade students using Martin Luther King's "Letter from Birmingham Jail," and "Epictetus."

Adler's visit prompted criticism and praise from the parents and educators who attended. Many thought he was too hard on the children. Unfortunately, a poor speaker system and Adler's bad cold made it nearly impossible at times for him to hear the responses of the children, placing him and

the children at a terrible disadvantage. However, most of the educators and parents were able to look beyond the annoyances to appreciate the questioning skills of a true master. His talk following the student seminar encouraged us and inspired us to continue our work toward becoming Paideia Schools.

Beyond the Wednesday Revolution

For Glen Arden the implementation of the Wednesday Revolution seems to be the single most important step that has been taken toward offering every child in the school equal access to a quality education. The use of seminars has changed teacher and student attitudes about the simple process of thinking. Through discussions, students who are learning disabled or not considered the most capable academically, have repeatedly proved they are able to think deeply and intensely. One day during a kindergarten seminar a child who rarely contributes in other settings demonstrated an understanding of a selection that no other child had grasped, astounding her teacher and me.

The Wednesday Revolution at Glen Arden is a beginning in the process of our understanding the implications of Paideia for improving the quality of education for children. But even before the Wednesday Revolution, gradual changes were taking place. For many years I had been concerned about the grouping practices of the school. Partially because of the team teaching program in the school,

students were grouped from high to low in three or four classes for reading and math, depending upon the number of teachers on the team. Because of the openness of the building, there was no way to disguise the procedure. All children knew who was in each group, a practice that seemed humiliating, and discriminating against the lower groups. Several teachers shared my concerns about this practice. They approached me about making changes, and together we sought alternatives to the strict ability grouping procedures that had been in use in fourth and fifth grades for fifteen years.

Gradually, we have worked to reduce and eliminate ability grouping. For the past two years ability grouping has been completely eliminated in fourth grade and modified in the fifth grade. Fifth grade students are grouped for math. However, the groups are flexible with a wide range of abilities. The change in grouping practices has been a big adjustment for the fourth and fifth grade teachers. The change was not one that all teachers wanted to make, and several were unhappy. Their complaints ranged from fear that they could not effectively handle the wide range of abilities in the heterogenous classes to concern that parents would complain and achievement scores would decline. Thus far, there have been no parent complaints; teachers seem to have made a positive adjustment to the change, and achievement test scores for the 1987-88 school year did not

decline. In fact, the scores were slightly higher in math than the year before and there was no change in the reading scores. All scores for third through fifth grades were higher than county, regional, state, and national norms. Glen Arden average scores in reading and math compared to Buncombe County scores are as follows: Glen Arden 3rd grade reading, 74%, Buncombe County 60%; Glen Arden 3rd grade math, 86%, Buncombe County, 76%; Glen Arden 4th grade reading, 71%, Buncombe County, 59%; Glen Arden 4th grade math, 69%, Buncombe County, 67%; and Glen Arden 5th grade reading, 74%, Buncombe County, 62%; Glen Arden 5th grade math, 77% and Buncombe County, 67%.

Although fourth and fifth grades have a history of ability grouping in reading and math, for many years primary children have been in self-contained classes. Within the self-contained classes in first through third grades, children are grouped for reading. The groups are flexible and apt to change throughout the school year as student needs change.

For three years the kindergarten program has been based solely on a whole language approach. In this program kindergarten children are exposed to reading and language throughout the day as subjects are integrated. Reading consists of experiences with books, writing, and language, with an emphasis on literature. Reading skills are taught as the need for the skills naturally arises from the

children's experiences with written materials. The whole language program appeals to primary teachers as an alternative to grouping and the basal text, and teachers in first and third grades are beginning to try some of these ideas.

In all grades teachers are working toward an increased integration of subjects. Both the kindergarten and first grades have an integrated day. This interdisciplinary approach enables children to make meaningful connections between subjects. With this plan, a unit of work on space may consist of science, social studies, math, writing, art, and even music.

In addition to seminars, whole language, and the integrated day, many other programs are underway that address the second column of Adler's three column curricular framework--coaching. Throughout the school, attention is being given to hands-on, active learning. Although coaching is not scheduled as such, it is a natural part of the Glen Arden program. Few teachers spend more than 25 to 30 minutes talking to their students before the students are involved in an activity. In many classrooms the entire class period may be activity based. The presence of teacher assistants in all classrooms in kindergarten through third grade reduces pupil/teacher ratios and encourages active student participation. The use of many parent volunteers, particularly in kindergarten and first grade, further

reduces the ratios and enables children to have more individual help.

Coaching is not as easily accomplished in fourth and fifth grades where there are no teacher assistants. Through Buncombe County funds and PTA funds, a general clerical assistant has been hired to assist fourth and fifth grade teachers, and a computer lab assistant provides supervision for these grades in the computer lab. There is the potential for more individual help for fourth and fifth grade students through the use of parent volunteers. Unfortunately, at this time, few parent volunteers are being used at this level.

For several years the school has been working to institute the use of math manipulatives at every level. A school math project addresses problem solving as well. Teachers have been trained to use a variety of materials that have been made available through PTA and North Carolina Basic Education funds. In the fall of 1988 the emphasis on problem solving increased. In connection with the Buncombe County math program and a pacing guide, teachers are devoting three consecutive days out of every three weeks to problem solving activities. During these activities, students work in pairs or small groups to solve a variety of math problems.

The fifth grade is using a new organizational plan for small group work. This year cooperative learning groups

have been established. These groups work together on joint assignments in various subjects, including math problem solving activities. The groups promote involvement and active learning on the part of the students, and they foster many opportunities for students to coach each other and for meaningful student/teacher discussion.

In addition to the programs reviewed here, Glen Arden has used an inquiry approach to science, SCIS (Science Curriculum Improvement Study), for over seventeen years. Both SCIS and Silver Burdett science kits are available to every teacher. Every child is exposed to a computer literacy program through the use of classroom computers and a computer lab. There, children are coached on beginning keyboarding skills, simple word processing, and other computer competencies. The school also has had a school-wide writing curriculum that has been in place for over six years. The program, which was developed by teachers, features coaching through peer tutoring and through individual help provided by the teacher.

Recently, the Glen Arden Effective Schools Improvement committee, which is chaired by the principal and made up of four teachers, two teacher assistants, a parent, and the assistant principal, completed goals for the next eighteen months. The committee chose the refinement of the Paideia program as the key instructional goal. Strategies include a continuation and strengthening of the weekly student

seminars, the expansion of problem solving, the continued refinement of the writing program, and the development of staff seminars.

Several staff seminars were held during the 1987-88 school year, and beginning in January of 1989, a series of four seminars are planned that will involve teachers from Estes and Glen Arden. One unit of staff development credit will be given to the participants of at least three seminars. On the average, 20 teachers or assistants from Glen Arden registered for each seminar. Even though the registration numbers are positive, many teachers have only participated in one or two seminars since the beginning of the program. The reluctance on the part of some teachers to participate in seminars is an obstacle that has not been overcome, and it is difficult to determine the reasons for the reluctance. Possibly the challenging materials that have been chosen--"Epictetus," "Letter from Birmingham Jail," Animal Farm, Plato's "Apology"--have intimidated some teachers. Others have small children and feel unable to attend the after school seminars. And still others simply do not feel or see the need to participate in seminars. A question for the future will be whether or not to require participation. Hopefully, enthusiasm from participants will be contagious and the reluctant teachers will be encouraged to try faculty seminars.

Recently the first--a group of mini-seminars--in the series of faculty seminars was held for the Estes and Glen Arden staffs for two hours after school. Before the seminars several teachers had expressed concern that they would be too tired to enjoy the seminars. That was not the case. Without exception, every teacher or teacher assistant in the session told me they were energized by the opportunity to discuss ideas with other adults. One teacher said. "I wasn't tired at all. I felt good." Even after the two hours were up, teachers continued to debate ideas with each other and with me as I left the school. One teacher called at 7:15 the next morning to thank me for having the seminars. For days after the seminar, the seminar participants shared their enthusiasm with fellow teachers.

Many obstacles to the Paideia program have been overcome at Glen Arden--grouping practices, funding, scheduling, and acceptance by the staff and community--but some challenges remain. Too many teachers are continuing to lecture to their students too frequently. During seminars some teachers are continuing to look for right answers, and some are not listening to their students. And though much progress has been made, some teachers still regard the seminar as outside the reading program instead of one of the vital components. My biggest concern is that some teachers simply do not understand Paideia.

Even with the challenges still to overcome, the Glen Arden Paideia program is working and is moving forward. Although most teachers have told me that they have always been questioning teachers, I have found through my daily observations that teachers are dramatically improving their questioning techniques. In addition, teachers are also becoming more sensitive to the need to actively involve each child and are gaining confidence as seminar leaders. Seminars have been demanding because of the time needed for preparation and because of the courage it has taken for teachers to turn loose of the familiar and risk the unknown. In the end, most teachers seem to feel the experience has been worth the struggle, especially when their students say,

It's the best this year in Paideia. Before Paideia, I felt like a machine, just right or wrong. Now, I feel as free as a bird. Stating your opinion is nice. I understand more better...It makes me feel happy.

Probably more than anything else, seminars have freed students to think critically better than they ever have before. And as a staff, our observations of the abilities of our students to think critically have given us a new respect for the jobs we do and for the children we teach.

CHAPTER IV

MAKING SENSE OUT OF THE PORTRAITS

In the book, The Good High School, Lightfoot (1983) described portraiture as a process of telling a story "from the inside out." To Lightfoot "inside out" meant to search out the unspoken and often unrecognized institutional conflicts, minority voices, and deviant views, and to seek to capture the essence rather than the visible symbols of school life. Lightfoot was able to gather data for the portraits through a process of human interaction. Lightfoot observed how the inhabitants of the school created the culture and, in turn, how they were shaped by it. The results were carefully crafted portraits which reflected the influences of individual personality and style on the collective character of each school.

The writer's portraits of the four schools are stories told from the "inside out." They are based on visits to three schools and the fourth is a self-portrait. Like Lightfoot's research, this research attempted to capture the essence of individual style and personality in the portraits, as the writer sought to understand how *Paidéia* shapes the culture of each school. The portraits are about the places and the people visited, and the ways in which their lives have been changed because of Adler's Proposal.

The self-portrait was written from the writer's experiences as the leader of the Paideia movement at Glen Arden. In order to write the other portraits, the writer became a part of each school for several days, and experienced the culture of the school firsthand, a process that was both exhilarating and emotionally draining. The process took time. With the exception of the self-portrait, four or five days were spent in each community. Three of the days were spent on-site collecting data, and the fourth or fifth days were spent studying written materials-- newspaper articles, student and staff handbooks, newsletters, program descriptions, staff development literature, and annual reports. Each evening, following the observations, additional detailed descriptions were written or tape recorded and questions were developed that guided the observations the next day. In addition to the time spent in travel and at each site, hours were spent reading and analyzing observation notes and the written materials. Photographs were taken by the writer at each site to help with the recall of factual information and to sharpen descriptions during the writing of each portrait.

Data for the Glen Arden portrait were collected over a two year period. During that time notes were kept of conversations with teachers and students and written comments from both groups were kept. The data collection

included the examination of seminars logs, the observation of seminars, as well as participation in seminars.

The implementation process at Glen Arden has required daily leadership and daily encouragement of teachers. The process is almost complete. The seminars are highly successful, and most teachers are enjoying Wednesdays. For a time some teachers dreaded Wednesdays because they felt insecure about seminars and because they thought they were neglecting reading skills. A few teachers are continuing to cling to the familiar lecture method, but most are experimenting with a variety of teaching styles and materials.

One strength of the Glen Arden program that sets it apart from the others is the fact that another K-5 school only three miles away implemented Paideia at the same time. The faculties of the two schools have worked together for over two years. The joint venture has afforded the principals, teachers, and parents support and encouragement that has strengthened the program. Recently a series of faculty seminars began with the combined faculties. At the conclusion of the first in the series, teachers commented on their pleasure in working with each other.

In many ways the Glen Arden portrait was the most difficult to write. As with any personal assessment, the writer's objectivity was always at risk. During the two and a half years since the program was introduced, the writer

has listened objectively to teacher concerns and to success stories. In most cases teachers seemed to be candid. However, because of the relationship between the teachers and the writer, the picture may be somewhat distorted.

With the exception of Glen Arden teachers and several teachers in the English department at Andover High School, the teachers, students, and parents in each school were not aware of the reason for the writer's visits. Almost without exception, the people talked with were candid and anxious to share information. The observations are a result of the writer's personal experiences in each school, including hundreds of conversations with teachers, students, and parents, and through approximately 75 classroom visits at the three schools and hundreds of classroom visits at Glen Arden. In each portrait, the people and events have been described as Paideia has been implemented, and the character of each school has been described as the writer came to understand it.

Although the day-to-day implementation of Paideia is slightly different in each of the four schools, the commonalities among the schools suggest that these schools are somewhat unique in American education. Each school has achieved the following: a restructuring of the school day to allow time for weekly seminars and coaching; a reduction in didactic instruction; the selection of seminar readings common to all students; the scheduling of faculty seminars;

the elimination of tracking or ability grouping (three schools); the elimination of vocational education (two schools); and a school-wide emphasis on citizenship and a concern for lifelong learning.

Of all of the schools observed, Shroder Paideia Junior High School most nearly approximates Adler's ideal Paideia school. Adler has cited the school as an outstanding example of the Paideia program in operation and he has appointed the principal, Rosa Blackwell, as one of his Paideia Associates.

Shroder is truly an unusual school. It is a successful example of the full implementation of the Proposal with students from diverse racial and economic backgrounds. The students represent all levels of ability and individual need, and they are capable of discussing the Odyssey and other equally challenging literature. Even though all students have applied for admission, not all of the students seem happy to be in school or excited about learning. Many seem reluctant to take responsibility for their own learning. Yet, the program is working. It seems to be working largely because the principal and the teachers will not have it any other way. There is a collective, almost feverish devotion to Paideia. Shroder teachers believe their students can learn and they are determined they will learn. And they believe in their mission. Because of the favorable response of parents and the

community to the Paideia program, a new Paideia K-6 school was opened in August, 1988, and parents are requesting that a high school program be started.

Shroder is an excellent school, but it is not a perfect school. Everyone in the school seems focused on the ideal, and few seem aware of or willing to address some of the flaws--grouping students in one group for the entire school year, the frenetic pace of the eight period day for students, and the multitude of bells.

The Chattanooga School for the Arts and Sciences also closely approximates the Paideia ideal envisioned by Adler and the Paideia Group. However, thus far, Adler has not declared the school to be an excellent example, or if he has, it is not with the same enthusiasm he has accorded Shroder. Steve Prigohzy, the director of the school, seems to be outside of the mainstream of the Paideia Associates. At a recent invitational conference of principals and teachers, who were presumed to represent the knowledge base of the Paideia movement, Prigohzy was noticeably absent. After visiting the school and seeing the quality of the program in place and after many conversations with Prigohzy, the only explanation seems to be Prigohzy himself.

Prigohzy is opinionated and he views Adler as unwilling to listen to any criticism which Prigohzy feels is essential. Prigohzy is dismayed by what he believes is Adler's inability to offer practical suggestions. Prigohzy

is also dismayed over the lack of support he receives from the educational community at Chattanooga.

Although Prigohzy has fully implemented the Proposal, he has not subscribed to everything the Paideia Group holds as essential. For example, no one from Chattanooga has been trained at St. John's University in the seminar method. Prigohzy prefers to do his own training. And although local newspapers have carried numerous articles about the Paideia program, there are no banners proclaiming the Paideia mission, no mention of Paideia in the student handbook, and no mention of Paideia in the recent school newspapers.

Chattanooga teachers are as committed to Paideia as their Shroder counterparts. They seem just as willing to help their students and just as enthusiastic about seminars, the interdisciplinary approach, and critical thinking. The difference in the schools seems to be more of a difference in the individual styles of the principals than in the interpretation of Paideia. Shroder is run like a well oiled machine. Everything is precise and ordered and the organization is impeccable. There are rules and guidelines for everything and a wealth of written information that describes the program. At Chattanooga there is a wealth of outside publicity but little material that had been prepared by the school.

The Chattanooga School for the Arts and Sciences is a very relaxed school. There are few rules or regulations,

and no written guidelines for Paideia, although the lower school has modified the Proposal to serve as a kind of teacher handbook. Parent participation is required, therefore parents are in the school and involved on a regular basis. There is a school-wide concern about students feeling good about themselves. Many efforts are made to assure that student self-esteem is nurtured.

It is too early to call Andover High School a Paideia school, but that label may be just around the corner. For three years the school system has been working to institute Adler's three columns in all of the Andover schools. Gradually this is occurring. At Andover High School, teachers are working to reduce lecture. They are team teaching for seminars and creative humanities classes, and special coaching sessions have been flexibly scheduled to assist students in refining their skills.

At Andover, Paideia teachers hired through special funding are providing much of the leadership for the program through a wide variety of staff development opportunities--seminars, sessions on questioning and seminar techniques. And the innovative Odyssey program is paving the way for a more creative, interactive program for students. Probably the most dramatic change that has been made is the schedule. Although the creative double block schedule facilitates team teaching and seminar teaching, it has sharply divided the staff into those who team and those who do not. According

to one teacher, the teachers who are not teaming are having the greatest difficulty and are feeling isolated.

Andover is still experiencing the growing pains of an emerging Paideia program. The school has a history of tracking that will be difficult to overcome, and the issue of vocational education has not been resolved. The school is large and, although the core of Paideia advocates is committed, it will take time for this commitment to spread to the whole school. School-wide seminars planned for the spring of 1989 have the potential of hurrying the process. Based on what students say, with a few more experiences in seminars they will be ready to start their own revolution--for discussion and against lecture.

The students and teachers in each of the four schools are experiencing a revolution that is changing the ways in which they think about teaching and learning. The four schools depicted by the portraits have clearly demonstrated that Paideia can succeed and can have the potential to transform schools into places where all children are fully prepared to participate in a democratic society.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMENDATIONS

Introduction

In the past few years, a perceived decline in the American system of education by critics has generated widespread public interest in educational reform. Numerous books and reports have been written, based on either actual investigations in schools or on the collective knowledge and experience of the authors. Through the publication of these books and reports, a wealth of information has been made available to school systems that are seeking solutions to a variety of educational problems.

One of the most provocative and well known of these reports, The Paideia Proposal, is being implemented in schools across the nation. The Proposal is important to educators because of its curricular recommendations and philosophical positions. (Adler, 1982, Smith, 1987)

This research included an examination of the philosophical positions of the Proposal and the curricular recommendations that are being implemented in four schools. Critical analyses of the Proposal and brief reviews of four other reform reports were presented in Chapter III.

In Chapter IV, the researcher presented portraits of four schools currently involved in implementing the

Proposal. The portraits are accounts of cultural change and conservation in each school. Data were collected on site, through observation, and personal interviews, and through the examination of written documents. The data were reviewed and analyzed and presented as portraits of each school.

In Chapter V, the researcher provided a personal perspective on the research process.

The study involved the following research questions:

1. How does the implementation of the Proposal change the culture of the school?
2. What elements of the culture are conserved?
3. Has the implementation of the Proposal affected the way teachers teach? How?
4. Has the implementation of the Proposal changed the children? How?
5. What were some of the obstacles that had to be overcome? What obstacles remain?

SUMMARY

The study considered the broad area of school reform from the joint perspectives of cultural change and conservation. Chapter III presented a brief biography of the Proposal's author, Mortimer J. Adler, a comprehensive examination of the Proposal with regard to its historical and philosophical foundations, criticisms of the Proposal,

and a brief overview of four related studies. Chapter IV presented findings from the four schools based, in part, on the research questions.

The findings of the review of the historical and philosophical foundations of the Proposal strengthened the positions of the Proposal for the cause of liberal learning and the conservation of the cultural heritage of a people. These connections gave substance to the ideals portrayed in Adler's model for schools.

Following the publication of the Proposal in 1982, a flurry of critics both praised and condemned Adler and the Paideia Group. Adler was praised for his concern for educational ideals, his concern for liberal education, and his concern for communicating to the public that quality education is the key to the survival of a democratic society. He was criticized by those who viewed the Proposal as utopian, as too limiting in a pluralistic society, as lacking in substance, and as a curious artifact of the perennialist/essentialist tradition.

The brief overviews of the four reform reports were presented as information to place the Proposal in the context of the wider educational reform movement. Based on extensive research, the reports support much of what Adler and the Paideia Group have proposed for schools. However, of all of the reports, the Proposal makes the strongest statement for liberal education and it is the only report

that has delineated the three columns of teaching and learning.

Findings for the research questions derived from extensive observations, interviews, and the analysis of written documents, reported in Chapter IV. Each of the research questions is stated and followed by a summary.

How Does the Implementation of the Paideia Proposal
Change the Culture of the School?

The data collected in the four schools supports the following:

1. The introduction of the Proposal has significantly affected goals of each school.
2. The school day (schedule) has been reorganized.
3. The curriculum of each school reflects Adler's three column curricular framework and team teaching.
4. The principal and key teachers are providing strong instructional leadership for the program.
5. There are visible signs of Paideia throughout each school--seminar circles or seminar rooms, coaching labs, discussions groups, hands on materials, bulletin boards or banners proclaiming the Paideia mission, school newsletters, publicity, and staff development.
6. Lifelong learning is considered a priority for the staff as well as for the students.
7. All students are exposed to a common body of knowledge, found in classical and contemporary literature

and in historical documents, which has been identified by the faculty of each school.

8. In three schools, tracking has been eliminated.

9. In all four schools there is an emphasis on critical thinking.

10. In all four schools, there is an increased emphasis on an interdisciplinary approach.

11. In two schools vocational education has been eliminated.

12. There is a school-wide emphasis on parental involvement.

What Elements of the Culture are Conserved?

Most of the visible symbols of traditional school life have been retained in all four schools. Three schools continue to use bells and the intercom. A fourth school has eliminated bells and the intercom. Although a few students sit in groups at tables, most students in all of the schools sit in one pupil desks in straight rows with their teachers at the head of the class. At Andover High School, didactic teaching continues to be a predominant style for teachers and tracking has been retained. Even though there is an emphasis on teaching teams in each of the four schools, many teachers are teaching alone and often planning alone.

Although The Chattanooga School for the Arts and Sciences includes a narrative report with grade cards, and Shroder Paideia School recommends individual oral

assessments, the basic "ABC" grading practices of all of the schools have not changed.

Has the Implementation of the Proposal
Affected the Way Teachers Teach? How?

Most teachers seem to believe that their teaching has not changed because of Paideia. Most teachers claim that they have always been questioning teachers and that they have always encouraged active student participation. Other teachers admit that the scheduling changes have required a different kind of teaching. Most teachers acknowledge that using the seminar approach has improved their questioning skills.

This research suggests the following:

1. The implementation of Adler's three column curricular framework requires that teachers use a variety of teaching materials, techniques and teaching styles.
2. Teachers must learn specific techniques for Paideia seminar teaching.
3. Paideia teachers have improved questioning skills.
4. Paideia teachers regularly require critical thinking from their students, and they will not accept sloppy thinking.
5. Paideia teachers spend time talking to each other about seminars.
6. Teachers who have experienced faculty seminars are excited about their own learning.

Has the Implementation of the Proposal Changed
the Children? How?

This research suggests that students who have been exposed to a Paideia program, particularly the seminar, have improved in their ability to discuss challenging literature and in their ability to support their opinions. Paideia students have reported that they have learned to speak out more because of seminars, that they are reading more, and that their reading has improved.

Achievement test scores from Shroder Paideia Junior High School and The Chattanooga School for the Arts and Sciences are higher than other schools in their districts. Their scores suggest that achievement in these schools has been improved by the Paideia program.

For many years Glen Arden achievement test results have been higher than county, state, and national averages. There has been no appreciable difference in these scores. However, writing samples suggest an improvement in student critical thinking ability. Recent sixth grade writing test results placed former Glen Arden and Estes Elementary students far above the students in all other county schools. Seventy four percent of these students scored 2.5 or above on the test. The next highest average in the county was 64%. At Andover, there have been observable improvements in the ability of students to write critically and to discuss ideas.

There is some indication that attendance has also improved. During the 1987-1988 school year, the Chattanooga school had the highest average student attendance of any of the schools in the district averaging 98%. In the same year Shroder averaged 95%, Andover averaged 96% and Glen Arden averaged 94%.

What Were Some of the Obstacles That Had to be Overcome? What Obstacles Remain?

In each of the four schools, teachers and administrators have overcome a number of obstacles. These obstacles were funding for materials, scheduling, staffing seminars and coaching, staff development, and faculty and community acceptance of the program.

Several obstacles remain in each school. At Andover High School, teacher dependence on didactic teaching and the retention of tracking are two major obstacles. The question of vocational education has not been resolved and many Andover teachers are having a difficult adjustment to the double block, rotating schedule. In Chattanooga, the lower school is experiencing a difficult adjustment to the absence of textbooks and ability grouping, and the upper school has not solved problems with coaching.

At Shroder, most of the major obstacles have been overcome. However, when funding for the extra teaching positions runs out, there may be major obstacles to overcome. One is how to finance small two teacher seminars and coaching labs. Presently, the major obstacle at Shroder

is parent involvement and, from the point of view of some teachers, the need to provide more guidance for their students.

At Glen Arden, several obstacles remain. Some teachers still do not understand the Proposal and others are reluctant to participate in seminars. A few teachers are continuing to overuse didactic teaching.

CONCLUSIONS

The improvement of the American system of education is a major concern to the general public and to educators. More than twelve major books and reports have been written since 1982 calling for sweeping changes in curriculum and in the way schools are managed. None has stirred more criticism than Adler's Proposal. Adler's critics have been numerous, and few have credited him or his Proposal with any workable solutions to the myriad problems confronting schools today.

This research suggests that the implementation of the Proposal can bring about substantial changes in the culture of the traditional school and can provide workable solutions to a variety of educational problems. Among these problems are tracking and ability grouping, student passivity, the use of the lecture method to the exclusion of coaching and discussion, the lack of a core of knowledge that all

students must possess, and the lack of a clear and focused instructional mission.

Based on analysis the following conclusions are presented:

1. In each of the four schools the introduction of the Proposal has assisted the faculties in clarifying school goals and has united each behind a central mission to promote student understanding, active student participation, and student responsibility for learning.

2. In three schools the introduction of the Proposal has resulted in a faculty selection of a common body of knowledge for all students.

3. A school-wide concern for equal learning opportunities for all children has resulted in an elimination of tracking or ability grouping in three schools and in attempts to reduce both in the fourth school.

4. Weekly seminars have dramatically improved students' abilities to discuss ideas and issues, to question, and to think critically.

5. The results of achievement tests in two schools suggest that the Paideia program has improved student achievement.

6. The reduction in the lecture method of teaching has reduced student passivity and has encouraged a greater use of coaching.

7. In each school the principals are educational leaders who have shared the leadership and decision making processes for implementing the Paideia program with teachers.

8. Team teaching opportunities offered by each school have decreased teacher isolation and have increased opportunities for collegial working relationships.

9. In all four schools there is an increased emphasis on an interdisciplinary approach.

10. The introduction of the Proposal requires special training for teachers.

11. Paideia teachers demonstrate improved questioning skills.

12. In all of the schools, teacher and student attitudes about teaching and learning have improved.

13. The administrators and most of the teachers in the four schools are excited about their own their own learning and lifelong learning is considered a priority for the teachers as well as for the students.

Although the implementation of the Proposal has made a positive difference in learning and teaching in each of the four schools, it cannot solve all of the problems confronting schools today. Even in Paideia schools entrenched patterns of teacher and student behavior, negative attitudes toward teaching and learning, vocational education, and scheduling and grouping problems present

formidable barriers to meaningful change. This research suggests that these barriers can be overcome more quickly when a new program or school is initially organized around the Paideia Principles and when faculties are chosen based on their acceptance of the Paideia philosophy. However, the introduction of the Proposal to an existing program is more complex and time consuming.

At Andover High School and Glen Arden Elementary School, the individuals in the school seemed to have naturally conserved those elements of their culture that have provided a degree of personal success and comfort. In both schools and even in the lower school of The Chattanooga School for the Arts and Sciences, the disruption of cultural patterns understood and accepted by the faculties has created periods of apprehension and tension. In 1982 Sarason suggested that regularities are difficult to change and that some of these patterns become almost involuntary.

If the Proposal survives as a major reform movement, it will survive because the people within the school have come to understand the Proposal and have accepted the Paideia Principles as more important than many of the cultural patterns or regularities that have dominated their schools for decades. The Paideia programs presented in the four portraits are succeeding largely because of the total involvement of teachers, parents, students, and the administrators in a mission to understand Paideia and to

accept the Paideia Principles as the philosophical framework for the school.

In summary, the conclusions drawn by this researcher support the implementation of the Proposal as a means of bringing about significant and long lasting cultural changes in American schools, changes that have the potential to eventually enable this nation to more fully realize the American dream of a truly democratic society for all of the people.

RECOMMENDATIONS

Programmatic Recommendations

The following recommendations are presented for consideration by educators who are searching for workable solutions to the many educational problems confronting schools today and who are considering implementing the Proposal:

1. Allow a minimum of three years to five years for the implementation of the Proposal.
2. As a first step, evaluate the current school program in terms of percentages of time spent on lecture, coaching, and seminar teaching or discussion. Use this information to assist teachers in understanding the significance of Adler's three column curricular framework for teaching and learning.
3. Begin the implementation process by introducing the Proposal through a series of seminar discussions on the

three Paideia books and on materials that provide a philosophical and historical background on Paideia.

4. Provide training for teachers in conducting seminars.

5. Involve all teachers in participating in seminars and observing seminars before beginning seminars with students.

6. If Junior Great Books training is used, make a clear distinction between these seminars and Paideia seminars.

7. Implement the Wednesday Revolution as the first step in becoming a Paideia school.

For Further Study

Critics within educational institutions and those in the general public will continue to question the worth of reform movements, particularly those as provocative as the Proposal. As a result, measures must be found to understand and evaluate the effectiveness of the Proposal in the school setting. The following are recommendations for further study.

1. It is recommended that studies similar to this research be conducted in schools that have had Paideia programs for at least five years. These studies should examine dropout rates, attendance, and the effect of Paideia on school climate.

2. It is recommended that studies be conducted on the relationship of weekly seminars to improved student reading and writing skills.

3. It is recommended that studies be conducted to determine the degree to which the process of seminar teaching influences teaching styles in regular classroom settings.

4. It is recommended that techniques be developed for evaluating student critical thinking ability.

5. It is recommend that studies be conducted to determine changes in student and teacher attitudes toward learning as Paideia is implemented.

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APPENDIX A
PAIDEIA LOG

Researcher's documentation of involvement in the Paideia program.

Summer 1985 - First introduction to the Proposal.

April 1986 - Read the Proposal, The Paideia Proposal: Problems and Possibilities, and The Paideia Program.

April 1986 - Participated in discussions of the three books during sessions of the Principal's Executive Program in Chapel Hill, NC.

May 1986 - Observed current practices at Glen Arden of the use of the three columns of teaching and learning.

May 1986 - Attended the Chapel Hill Invitational Conference and heard Mortimer Adler for the first time. Also heard Albert Shanker and Ernest Boyer speak on school reform.

July 1986 - Discussed the possibility of securing an invitation to a conference planned at the Wye Plantation in Maryland for Eastern principals with the staff of the Principal's Executive Program.

August 1986 - Received an invitation to the Wye conference.

August 1986 - Participated in many discussions with Karen Campbell on how to implement the Proposal at Glen Arden and Estes Elementary Schools.

August 1986 - Took the first steps to reduce ability

grouping at Glen Arden in the fourth and fifth grade math and reading programs.

August 1986 - Introduced the Proposal to the Glen Arden staff. Discussed the three columns of teaching and learning and encouraged teachers to try seminars with their students.

September 1986 - Attended Wye Plantation conference for Eastern Principals. Participated in seminars led by Mortimer Adler and John Van Doren, member of the Paideia Group. Discussed implementing the Proposal with Adler who shared his plans to make North Carolina the first Paideia state. Made a commitment to implement the Wednesday Revolution at Glen Arden.

October 1986 - Introduced the Glen Arden staff to the "Wednesday Revolution."

October 1986 - Designed an implementation plan for introducing the Proposal in Buncombe County Schools. (This has been used as a guide to implement Paideia at Glen Arden Elementary and at Estes Elementary School.

October 1986 - Several teachers began weekly seminars.

January 1987 - Received notification of an award of \$3,000 from the Exxon Corporation for the implementation of the "Wednesday Revolution" at Glen Arden and Estes Elementary Schools.

January - April 1987 - All teachers read the three Paideia books in preparation for a Paideia Conference at Glen

Arden and Estes Elementary Schools.

- March 1987 - Conducted several student seminars in preparation for Chapel Hill conference.
- April 1987 - Participated in Principal's Executive Program Update in Chapel Hill. Mortimer Adler and the Paideia Associates conducted the meeting. The investigator was one of several principals who conducted seminars.
- May 1987 - Under the leadership of Paideia Associates, Patricia Weiss and Van Langston, parents and teachers of Glen Arden and Estes Elementary Schools were introduced to Adler's Wednesday Revolution Speech.
- May 1987 - Teachers participated in a full day workshop which consisted of participation in a faculty seminar, observation of a student seminar, and discussions led by Weiss and Langston.
- June 1987 - Conducted a workshop on the Proposal for all teacher assistants at both schools which consisted of participation in a seminar and discussions.
- June 1987 - Explored possible methodologies for doing research on the Proposal.
- August 1987 - Provided Junior Great Books training for all Estes and Glen Arden teachers who had not had the training.
- August 1987 - Took further steps at both schools to reduce strict ability grouping at fourth and fifth grades.
- September 1987 - Collaborated with UNCA professor to write

- September 1987 - Collaborated with UNCA professor to write an article for Educational Leadership on the implementation of the "Wednesday Revolution" with an emphasis on critical thinking.
- September 1987 - Selected the Paideia teacher committees at each school based on teacher interest.
- September 1987 - Held a day and a half planning meeting for the committees from both schools to prepare reading lists, and guidelines for the Wednesday Revolution. Introduced the program to the superintendent and curriculum director.
- September 1987 - Implemented the "Wednesday Revolution" in all classrooms in both schools K-5.
- October 1987 - Conducted an independent study ("Networking: In Search of Paideia). The purpose was to follow up on the Wye conference and to contact those persons currently doing research on the Proposal.
- October 1987 - Worked with Adler and Paideia Associates during Socratic Teaching Conference for North Carolina Principals at Chapel Hill, NC. Conducted seminars and led discussions. Had the opportunity to work on a planning committee with Mortimer Adler and John Van Doren.
- November 1987 - Began teaming with a teacher to conduct weekly student seminars.
- January 1988 - Received notification from the Paideia

plans to have a second Paideia Conference with Adler hosting the conference and demonstrating a student seminar.

February 1988 - Paideia Committees from both schools met to share logs from seminars, information concerning their seminars and to make plans for the conference to be held at Estes Elementary School auditorium on May 16.

February 1988 - Began work with UNCA student teacher who will gather research data on the impact of the "Wednesday Revolution" on critical thinking as measured by holistic writing samples.

February 1988 - Began conducting faculty seminars.

March 1988 - Conducted faculty and student seminars at Elon College Elementary School. Fulfilled consultant services.

May 16, 1988 - Planned and served as co-host for "Morning With Mortimer Adler." Discussed research plans with Adler during the trip to and from the airport.

May 25, 1988 - Demonstration seminar for second grade teachers.

May - June, 1988 - Contacted Rosa Blackwell, Lois Haslam, and Steve Prigohzy about visits to their schools.

July 29, 1988 - Consultant for McDowell County Schools/ seminar leader.

September, 1988 - Visit to Shroder Paideia Junior High

- September, 1988 - Visit to Shroder Paideia Junior High School. (September 18-21)
- September, 1988 - Visit to The Chattanooga School for the Arts and Sciences. (September 25-29)
- October, 1988 - Visit to Andover High School (October 12-16)
- October, 1988 - Worked with Adler and Paideia Associates as seminar leader for Socratic Teaching Conference, Chapel Hill North Carolina
- November, 1988 - Attended national meeting of Paideia school principals and teachers at Wye Plantation in Maryland.
- February, 1989 - Conducted planning session for Glen Arden Estes teachers to review guidelines and reading lists and to discuss the progress of the Paideia programs in both schools.

APPENDIX B

The Paideia Curricular Framework

	Column One	Column Two	Column Three
Goals	Acquisition of organized knowledge	Development of intellectual skills – skills of learning	Enlarged understanding of ideas and values
Means	<i>by means of</i> Didactic instruction, lectures and responses, textbooks and other aids	<i>by means of</i> Coaching, exercises and supervised practice	<i>by means of</i> Maieutic or Socratic questioning and active participation
Areas Operations and Activities	<i>in three areas of subject matter</i> Language, Literature and the Fine Arts Mathematics and Natural Science History, Geography and Social Studies	<i>in the operations of</i> Reading, writing speaking, listening Calculating, problem-solving, observing, measuring, estimating Exercising critical judgment	<i>in the</i> Discussion of books (not textbooks) and other works of art and involvement in artistic activities, e.g., music, drama, visual arts

The three columns do not correspond to separate courses, nor is one kind of teaching and learning necessarily confined to any one class.

APPENDIX C

Declaration of Paideia Principles

We, the members of the Paideia Associates, hold these truths to be the principles of the Paideia Program:

1. that all children are educable;
2. that, therefore, they all deserve the same quality of schooling, not just the same quantity;
3. that the quality of schooling to which they are entitled is what the wisest parents would wish for their own children, the best education for the best being the best education for all;
4. that schooling at its best is preparation for becoming generally educated in the course of a whole lifetime, and that schools should be judged on how well they provide such preparation;
5. that the three callings for which schooling should prepare all Americans are, (a) to earn a decent livelihood, (b) to be a good citizen of the Republic, and (c) to make a good life for one's self;
6. that the primary cause of genuine learning is the activity of the learner's own mind, sometimes with the help of a teacher functioning as a secondary and cooperative cause;
7. that the three kinds of teaching that should occur in our schools are didactic teaching of subject matter, coaching that produces the skills of learning, and Socratic questioning in seminar discussions;
8. that the results of these three kinds of teaching should be (a) the acquisition of organized knowledge, (b) the formation of habits of skill in the use of language and mathematics, and (c) the growth of the mind's understanding of basic ideas and issues;
9. that each student's achievement of these results should be measured against that student's capacity to learn, and should not be related to the achievements of other students;
10. that the principal of a school should be the principal teacher and educational leader of the school community;
11. that the principal and faculty of a school should themselves be actively engaged in learning; and
12. that the desire to continue their own learning should be the prime motivation of those who dedicate their lives to the profession of teaching.

PAIDEIA ASSOCIATES:

George Anastaplo	John T. Clark	Gary Hoban	Lynn Stinnette
Rosa Blackwell	Dennis Gray	Phedonia Johnson	Krista Swenson
Nicholas Caputi	Tessa Harvey	Vann Langston	Patricia Weiss
Darrel Cheely	Lois Haslam	Louis Mercado	John Van Doren

APPENDIX D
SHRODER PAIDEIA JUNIOR HIGH SCHOOL
STUDENT SCHEDULE

STUDENT NAME: _____ HR: _____

GRADE: 7
 SECTION: 1

PER.	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	SEMINAR 107 RAMSAY	ENGLISH 107 RAMSAY	ENGLISH 107 RAMSAY	WRIT.LAB 115 RAMSAY	RDG LAB 107 RAMSAY
2	SEMINAR 107 RAMSAY	ENGLISH 107 RAMSAY	ENGLISH 107 RAMSAY	WRIT.LAB 115 RAMSAY	RDG LAB 107 RAMSAY
3	MATH 106 THEURING	MATH LAB 106 THEURING	SCI.LAB 136 TOWNSEND	MATH 106 THEURING	MATH 106 THEURING
4	SCIENCE 134 TOWNSEND	MATH LAB 106 THEURING	SCI.LAB 136 TOWNSEND	SCIENCE 134 TOWNSEND	SCIENCE 134 TOWNSEND
5	SPAN.LAB 105 CROOKS	SPANISH 105 CROOKS	SPANISH 105 CROOKS	SPANISH 105 CROOKS	P.S.LAB 110 HULL
6	SPAN.LAB 105 CROOKS	OHIO ST 110 HULL	OHIO ST 110 HULL	OHIO ST 110 HULL	P.S.LAB 110 HULL
7	TYPING 104 RENDLEMAN	MUSIC 140 MENEFIELD	TYPING 104 RENDLEMAN	MUSIC 140 MENEFIELD	TYPING 104 RENDLEMAN
8	PHYS ED GYM WIRTZ	PHYS ED GYM WIRTZ	PHYS ED GYM WIRTZ	PHYS ED GYM WIRTZ	PHYS ED GYM WIRTZ

APPENDIX D
SHRODER PAIDEIA JUNIOR HIGH SCHOOL
TEACHER SCHEDULE

TEACHER NAME: FLAIG

SUBJECT(S)/GRADE LEVEL(S): SOCIAL STUDIES 8

<u>PER.</u>	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
1	AM HIST 8-6 119	P.S.LAB 8-6 119	P.S.LAB 8-3 119	AM HIST 8-6 119	AM HIST 8-6 119
2	AM HIST 8-3 119	P.S.LAB 8-6 119	P.S.LAB 8-3 119	AM HIST 8-3 119	AM HIST 8-3 119
3	SEMINAR 7-2 107	SEMINAR 7-5 108	SEMINAR 8-2 121	SEMINAR 8-5 120	SEMINAR 9-2 113
4	SEMINAR 7-2 107	SEMINAR 7-5 108	SEMINAR 8-2 121	SEMINAR 8-5 120	SEMINAR 9-2 113
5	AM HIST 8-4 119	P.S.LAB 8-4 119	P.S.LAB 8-1 119	AM HIST 8-4 119	AM HIST 8-4 119
6	AM HIST 8-1 119	P.S.LAB 8-4 119	P.S.LAB 8-1 119	AM HIST 8-1 119	AM HIST 8-1 119
7	PLANNING	PLANNING	PLANNING	PLANNING	PLANNING
8	PLANNING	PLANNING	PLANNING	PLANNING	PLANNING

APPENDIX D

Shroder Paideia Junior High School

SEMINAR GUIDELINES

1. Seminar planning (e.g., selection of readings, reading the selections, and developing questions) is the responsibility of the entire staff.
2. The Correlation Team has the responsibility for coordinating the selection of seminar readings. The Correlation Team will be composed of two representatives each from the English, social studies, science, and math departments and one representative from the fine arts. Recommendations for seminar readings should be submitted to the Correlation Team by departments. Readings should reflect an interdisciplinary approach.
3. Seminar reading must be quality works of literature which reflect great ideas and/or concepts. Please refer to the Paideia Trilogy for suggested readings.
4. Seminar must be a structured setting with specific guidelines which would include the following:
 - a) Eighty minutes of uninterrupted discussion which begins promptly.
 - b) Each seminar should begin and end with a five-minute student writing assignment.
 - c) Proper posture of students should be required.
 - d) Student name cards should be prominently displayed and should be free of extraneous markings such as doodles.
5. Seminar groups should be composed of 10-15 students, with the optimal number being 12, and two leaders. Additional leaders should function as observers and record-keepers.
6. Quarterly individual oral examinations are desirable.

APPENDIX E

Andover High School Schedule

PERIOD	Time	Semester 1				
		Day -1-	Day -2-	Day -3-	Day -4-	Day -5-
1	07:54	(A)	(B)	(C)	(G)	(H)
	09:04	(A)	(B)	(C)	(G)	(H)
2	08:09	(B)	(C)	(G)	(H)	(A)
	09:49	(B)	(C)	(G)	(H)	(A)
3	09:54	(C)	(G)	(H)	(A)	(B)
	11:04	(C)	(G)	(H)	(A)	(B)
4	11:09	(D)	(N)	(D)	(D)	(D)
	11:51	(D)	(N)	(D)	(D)	(D)
5	11:56	(E)	(E)	(E)	(E)	(E)
	12:38	(E)	(E)	(E)	(E)	(E)
6	12:43	(F)	(F)	(F)	(F)	(F)
	01:25	(F)	(F)	(F)	(F)	(F)
7	01:30	(G)	(H)	(A)	(B)	(C)
	02:05	(G)	(H)	(A)	(B)	(C)

APPENDIX F

GUIDELINES FOR GLEN ARDEN WEDNESDAY REVOLUTION

Seminars will be held on Wednesdays and will be coordinated on each grade level by the Paideia committee representative from that grade.

TIME SCHEDULE

Approximately two and a half hours will be set aside every Wednesday for a seminar, writing, and coaching. The seminar should be an integral part of the reading program, not an extra program. On Wednesdays seminars will be held in place of the basal program.

Kindergarten and first grades will allot approximately 15 to 30 minutes for the seminar.

Second and third grades will allot approximately 30 to 45 minutes for the seminar.

Fourth and fifth grades will allot approximately an hour to an hour and half for the seminar.

THE SEMINAR

The seminar will always be conducted with chairs or desks being placed in a circle or hollow square formation.

Kindergarten may divide into two or three small groups for seminars. First grade may also choose to have small groups for discussion.

All other grades will have one large group for seminars.

All classroom teachers will have a co-leader for all large groups. Teacher assistants, student teachers, special education teachers, and the administrators will co-lead seminars. Prior to the seminar, the co-leaders should discuss the seminar questions and procedures to follow for each seminar. Following each seminar, teachers and co-leaders should evaluate the seminar and document the results of the seminar in the seminar log.

The teacher and the second leader will sit at opposite sides of the seminar. During the seminar one leader will record student participation or other pertinent information that will assist with subsequent coaching sessions.

All students who participate in seminars must complete the reading assignment. Selections will be read to kindergarten, first grade students, and to second grade students during the first half of the school year. To the extent possible, all other students should prepare readings independently. Coaching should be provided for students needing extra help or during difficult readings. Teacher assistants and volunteers can assist teachers with pre-seminar coaching. Students who have not read the selection should sit outside the circle. These students should have an assignment related to the seminar discussion.

Seminar leaders should choose several questions (not more than three) that are open ended and evaluative in nature to guide the seminar discussion. The questions should not be questions of the type that require a particular answer. Instead, the questions should raise a variety of ideas and issues that could be discussed. At the beginning of each seminar, it is recommended that the story be retold or that other appropriate activities be used to bring out the facts of the story.

READING ASSIGNMENT

The final decision on the selection of readings for seminars is the responsibility of the Paideia committee. The committee will consider recommendations from other teachers on possible seminar materials. As often as possible original works will be used. Reading lists will be available for all grades. Each member of the Paideia committee will be responsible for maintaining the Paideia materials for that grade.

Teachers in grades K-1 may read each story twice before the seminar. One reading should occur immediately preceding the seminar.

Teachers in grades 2-3 may provide two readings also. Students may have readings assigned for homework or guided reading at school.

Students in grades 4-5 will read materials independently. Readings can be assigned as homework or during class time.

Seminar reading should not be discussed prior to the seminar.

WRITING

A writing assignment will follow each seminar at all grade levels. The nature of this assignment will vary according to grade level. At kindergarten and first grades the

assignment may be a picture depicting the main idea of the seminar followed by dictation.

Since the seminar should always end with many unanswered questions, it should be easy to find an idea or question for the writing assignment. Adler suggests that students should be asked to write a brief paper that states how their understanding of the selection was confirmed or changed by the discussion in which they have participated.

Any deficiencies noted during the seminar of a student's performance in reading, speaking, listening, and thinking should be addressed during the coaching period. Students should also be coached in writing.

EVALUATING THE SEMINAR

Each teacher will maintain a notebook of seminar logs. The logs will serve as a resource and as a means of evaluating the seminar reading materials and questions.

As soon as possible after each seminar the teacher should fill out the log. The Paideia committee will meet periodically to evaluate the progress of the program.

Note: Guidelines prepared by the Paideia committees from Estes and Glen Arden Elementary Schools.