In school reform, limited goals have proven to be most successful

By N. Y. Times News Service NEW YORK - In her forthcoming book, "The Troubled Crusade," Diane Ravitch asks how "piecemeal change" in efforts to improve the schools got "such a bad reputation." The question asked by Mrs. Ravitch, a leading historian of education, is particularly relevant as the nation's schools reopen amid a clamor for reform.

Many demands for change are being trumpeted with the sort of hyperbole that worried Mrs. Ravitch in the past. They are preceded by charges that the schools are worse than ever, an assertion that is as misleading as the defensive reply by many educators that the schools are better than ever.

A review now of past reform tactics that have failed and others that have worked may help to discourage both a clinging to the status quo

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and new efforts to seek illusory utopias. As a helpful reminder, Mrs. Ravitch recalls, "The more limited and specific the goal, the more likely was the reform to endure."

Typical of the reforms that failed were frantic efforts in the 1950s to turn to technology as the savior. In one instance, an entire school system, in Hagerstown, Md., was wired for closed-circuit television. Experts from all over the country watched in awe and admiration and very little happened.

Elsewhere, in the Middle West, a four-engined aircraft circled over a six-state area, beaming prepackaged lessons to hundreds of schools, as a prototype of things to come. But nothing came of it.

Critics ridiculed this as "educational crop dusting," an arrogantly simple "solution" that had thought

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who were trying to plan their lessons without waiting for the big bird in the sky.

Teaching machines dispensed prepackaged "programmed learning" in disregard of the children's unpredictable capacity for unanticipated mistakes and unexpected questions. Still, the machines were supposed to revolutionize learning. Within a few years, they had sunk without a trace.

Nontechnological promises of utopia did no better. Radical refomers of the 1960s, who described the public schools as pathetic failures or as oppressive and even genocidal tools of an evil political system, came up with total answers, such as "free schools" without rules or structure. Elsewhere, grades were abolished.

Even on a more rational level, promising experiments were turned into instant miracle cures and imposed on unsuspecting and untrained teachers. An example was the open classroom, in which teachers dealt with individual children or small groups of youngsters, often of different grades, with an undefined curriculum. Although effective under some conditions and with teachers attuned to the process, the reformers spurned the "piecemeal" approach and tried to turn a plausible idea into a panacea destined for failure.

By contrast, many reforms based on limited and specific goals did make the schools better.

Federal funds invested in teacher recruiting and training under the provisions of the National Defense Education Act of 1958 significantly raised the standards of science, mathematics and foreign language when many of those gains were ed. scuttled by the "anything goes" rebellion).

Science texts and curriculums carefully revised by leading university scholars, had a lasting impact. The infusion of federal funds to upgrade the education of poor and deprived youngsters paid off, not miraculously or instantly, but in the

of everything except the teachers instruction (until a few years later, long run. The list could be extend-

How do these past experiences square with reforms that are now promised or threatened?

Some of the proposals once again smack of a Big Brother approach. Support is building up for the extension of the school year and day, which was first proposed by the National Commission on Excellence in

Education

The nationwide the venient toward state-imposed nun num competency tests for 1.65 lends and teachers springs from an entirely sound desire to imprime standards, but the simplistic care all overlooks the limitation in tryper to control quality by introducing more tests, withaut first concentrating on better teaching.





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