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by Dorothy Wootton Dawson

Community-Centered Schools

THE BLUEPRINT

The following in brief is the Educational Program for Montgomery County Schools as proposed by Dr. Nicholas L. Englehardt and Associates, Consultants, and written by Dr. Walter D. Cocking, New York City, April 1, 1946. In the Letter of Transmittal, they asked that the program "should be put into operation gradually."

The introduction stated that Montgomery County "is unique among the 3000 counties in the 48 states because of its proximity to the nation's capital and in the fact that more of its residents in the future will be government officials — who carry on their individual civic duties and responsibilities in the State of Maryland. World movements and policies will be chartered in Washington, D. C. Certain movements and developments can be anticipated. Many outside factors now largely, if not totally, unimportant will influence the life and development of the people in the County. Montgomery County is located in the shadow of what is destined to become — the unofficial capital of the world. Here will be formulated proposals affecting all mankind. The job is to find the program of education which is really needed and to have the will and ability to put it into operation."

The study sets forth the major outlines of the educational program which will meet the needs of children, youth and adults and demonstrates the character of an educational program which can affect and shape living in all its manifold aspects. The program which follows has been derived in the light of known facts, principles of modern philosophy and psychology, and the environment of the current scene.

The Power of Education

"Education is the greatest force both for self-realization and for harmonious social living. Dr. Paul Mort and others have accumulated evidence which shows a period of almost 50 years between the establishment of need and the school programs geared to meet it.

If the school as an agency of society is to justify itself for the period ahead of us, it must be accepted that its fundamental function is to serve the people of the entire community, the very young children, the children of middle years, early adolescent youth, older youth, and the adults as well. It must find a way to serve individuals, the family group, and the entire community. Then, AND ONLY THEN, can it be said that the school is serving the entire community, and hence achieving its function."

The Teacher for the School of Tomorrow

"The task of the teacher of the future is a greatly different task than that which teachers usually performed in the past. The fundamental equipment expected of the teacher of yesterday was knowledge of the subject he taught. Modern education demands teachers who are acquainted by experience as well as by study with our democratic society and who participate actively in the life of the community. They must have a broad cultural background and an understanding of world conditions. Teacher education institutions have not prepared teachers to do these things. Primarily their emphasis has been upon subject matter and method. If we are to have the type of teachers we need in the future, teacher education institutions must radically revise their programs to prepare teachers who can administer educational programs of the character outlined in this report."

The Educational Program

"A modern school program has two major divisions which we shall call in this report: INSTRUCTION AND SERVICES. Slowly, but with increasing rapidity, and at public demand, schools are adding a number of services to their program. These services are not primarily formal teaching services — but are provided in order that the schools may be of greater benefit to the entire community. The following, then, are the major purposes of a total instructional program which the schools of Montgomery County in the future should seek to achieve:

1. Continuing and improving the teaching of the tools of learning: reading, writing, arithmetic, and related activities.
2. Continuing and improving the teaching of the cultures of the past.
3. Developing the ability to communicate effectively.
4. Developing the ability to think.
5. Developing desirable personality and character traits.
6. Discovering and developing worthwhile interests.
7. Developing respect for others, or intercultural relations.
8. Protecting and promoting health.
9. Safeguarding life and preparing people to live safely.
10. Developing wholesome home and family life. (Other agencies must accept at least some of the responsibilities formerly borne by the family. The school must study the problem intensively. It must experiment.)
11. Developing love and understanding of the out-of-doors.
12. Developing wholesome habits and understanding of work. (Good members of society cannot be developed if they are ignorant of work and what goes into it. In the years which lie ahead, it would appear that the school is the ONLY AGENCY which society has which can be expected to accept this responsibility. IT MUST BE DONE.
13. Developing understanding of economic principles and forces. (Emphasis must be placed upon the economic principles and forces which are operating at that time rather than upon those of the past.)

(Sorry, no room in package to include rest of Blueprint, but in a nutshell it covers" consumer competence, vocational competence, developing social and civic competence, service to world government, creative arts, leisure activities, provision of health and medical services for all young and old, recreational services, guidance and counseling services, child care services, employment services, social welfare services, character building services, consultative services and evaluation of various phases of community endeavor and life. (As experience is gained, the community will demand other services. The end results are that the school make itself indispensable in all phases of community life.)"

NOTE: THE WOMAN WHO TYPED THIS MEMO (DOROTHY DAWSON) HAS THE ABOVE BLUEPRINT IN HER FILES AND PERSONALLY TYPED THE BLUEPRINT FOR MONTGOMERY COUNTY FOR DR. EDWIN BROOME TO PRESENT TO THE MONTGOMERY CO. BOARD OF EDUCATION IN 1946. NO, THAT IS NOT A TYPOGRAPHICAL ERROR - 1946 IS WHEN IT WAS WRITTEN! AND WE STILL BELIEVE THE EDUCATORS WHEN THEY TELL US ILLITERACY AND VALUE CHANGE IS THE PARENTS' FAULT. WHAT WE SEE TODAY AROUND US WAS CAREFULLY PLANNED AND NECESSARY FOR ONE WORLD SOCIALIST GOVERNMENT. COMPARE TO 1990 ARTICLE (REVERSE) REPRODUCE THIS SHEET AND DISTRIBUTE WIDELY. THIS IS THE PROOF. WE HAVE BEEN HAD, THE BIGGEST CON GAME IN THE HISTORY OF THIS NATION!

Outcomes-Based Ed / Mastery Learning

FOR MORE INFO: C. ISERBYT

UNION ST. CAMDEN

READ THIS ARTICLE REVERESE: 1948 BLUEPRINT
THEN READ ARTICLE ON REVERESE: 1948 BLUEPRINT

(The United States spends \$330 billion dollars a year on "education" and a high percentage of our children cannot read, write, or calculate and some can't even locate the United States on a map. Isn't it high time the conspirators who purposely handicapped our children and who have been brought back to the scene of the crime to reform the system be held accountable? This sheet of paper is the proof. Reproduce and run with it!)

WORKING WITH STATES OUT OF MIDCONTINENT REGIONAL LABORATORY (U.S. DEPT. OF ED. FUNDED) TO IMPLEMENT SECRETARY OF EDUCATION LAMAR ALEXANDER'S "NEW AMERICAN SCHOOL." SHE'S AN OLD-TIME SOCIOLOGIST (CHANGE AGENT) WITH YEARS OF SERVICE (?) AT ALL LEVELS OF GOVERNMENT.

VIDEO OF KANSAS GOVERNOR'S EDUCATIONAL CONFERENCE FEATURING SECY ALEXANDER AND McCUNE AVAILABLE BY SENDING \$15 TO MARY JO HEILAND 5407 SULLIVAN ST., WICHITA KS 67204

THIS VIDEO IS DYNAMITE PROOF RE WHAT "NEW AMERICAN SCHOOL" REALLY IS:

BIRTH TO DEATH EDUC/SOCIAL SERVICES UNDER UMBRELLA OF PUBLIC SCHOOL...OR.... UNESCO'S DEFINITION OF LIFELONG LEARNING.

EDUCATE YOUR LOCAL, STATE AND FEDERAL OFFICIALS.

DO WE REALLY WANT TO ADOPT WHAT EUROPE IS TRYING TO GET RID OF?

IT IS OUTRAGEOUS THAT AMERICAN EDUCATORS & SOCIOLOGISTS HAVE BEEN ABLE TO IMPLEMENT THIS SINCE 1948 WITHOUT ANYONE CATCHING ON EXCEPT FOR GRASS-ROOTS TEACHERS AND PARENTS WHO WERE NOT LISTENED TO, AND WERE CALLED PARANOID.

for schools of the future

(WASHINGTON) Bremerton Sun 10/14/89

They'll become centers of learning

By Terri Minter Sun Staff Writer

SOUTH KITSAP - The school of the future must be far different than that of today to meet the changing needs of society, say researchers like Dr. Shirley McCune, who spoke to teachers here yesterday.

The school of the future could be something like the model she described. A handful of schools in the country are already using it.

When you walk in the building, there's a row of offices. In one are drug counselors. One is for social security. Another, family and child psychologists. Yet another has a doctor and nurse who do well-child exams.

In the cafeteria, senior citizens mingle with students having lunch. Oldsters and youngsters are sometimes paired for school projects, like oral history.

There's a child-care center, and tied into it are classes for teenagers where they learn the importance of child nurturing skills.

In the gym, homemakers are taking exercise classes. After work, more men and women will show up for their fitness workout.

These are "community learning centers," not just schools.

"It's not for everyone," said Dr. McCune. But she believes the model has elements that are on track for education's role in the future.

Schools are no longer in the "schooling business," but rather in "human resource development," she said.

Dr. McCune was in SK to talk about something everyone's hearing a lot about these days - "restructuring" schools. As senior director of the Mid-continent Regional Education Laboratory, it's what her job is all about. The non-profit institution is committed to helping state agencies and local schools restructure themselves to "increase efficiency, effectiveness and relevance."

Her speech here kicked off a full day of teacher training. Across the state, most teachers were taking part in local or state-sponsored training. In SK, workshop choices reflected the wave of the future Dr. McCune described. They dealt with topics such as celebrating differences in learning styles, using a whole language approach, using cooperative learning, and integrating technology with curriculum.

Schools must meet the needs of a society changing dramatically, both economically and socially, according to Dr. McCune. We are changing from an industrial society to an information society, she said, but the "industrial smokestack schools" are still with us. Few children will end up in the labor force. Their jobs will

abilities. We can't have the "throw-away" students of the past, she said. Today about 25 percent drop out (and that figure that hasn't changed in 70 years, she said). Another 30 percent are functionally illiterate.

In the 1950s, that was OK because they could still find jobs. Fifty percent ended up in blue-collar, industrial jobs, but today that figure is already less than 12 percent, she said.

The effect is that schools now have to teach all the children. And teach them to be thinkers.

There has been a dramatic shift in the goal of education, she said.

In the past, the idea was to learn enough facts and pass enough tests to get through school.

Workbooks are a prime example, she said. They taught students to endure dull, repetitive kinds of work - perfect training for assembly line workers. "There was always one right answer, and you could find it in the back of the book."

But today and in the future, schools need to teach "full information processing." Students need to be able to identify alternatives, and select, respond to and refine their choices.

"That's the kind of people we need on the job," she said.

And two things are very clear in producing kids who are thinkers:

First, learning has to be "interactive." She would submit that "a quiet classroom is a dead classroom," she said.

Second, there are two ways to learn to think - by talking or writing. Otherwise, students are simply absorbing facts, not learning to solve problems.

About 80 percent of teaching is still done through lectures, without regard to children's learning styles, she said, and that has to change.

Schools are still functioning as "sorters" of children, identifying and focusing on the smartest students and leaving the others behind. "Our job is to find out how every kid is smart and develop his abilities," she said.

The other half of the picture of education's future has to deal with the social, demographic and cultural changes in society.

The children are coming in "in a very different state than they were before," she said. A study in a nearby school district (she didn't identify which one) found that 30 percent of children were abused sexually, physically or emotionally, she said.

The schools have to deal with that if they're going to help the children learn.

She said a study just completed by the Department of Labor shows that what employers are looking for in employees is reliability, goals, motivation, ethics and morals. They are asking for better group and organizational skills.

Schools of the future will need to involve the whole community in order to meet those needs, said Dr.

Dept. of Education

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