

John I. Goodlad

Center for Educational Renewal,
University of Washington
and
Institute for Educational Inquiry
Seattle, Washington

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Biographical Sketch

John I. Goodlad was born in Canada and educated in that country to the level of the master's degree. He holds a Ph.D. from the University of Chicago and honorary doctorates from twenty colleges and universities in the United States and Canada. He has taught at all grade levels and in a variety of institutions, including a one-room rural school in Canada. He has held professorships and administrative positions at Agnes Scott College and Emory University in Georgia, the University of Chicago, and the University of California at Los Angeles. Currently he is professor emeritus of education at the University of Washington and president of the independent Institute for Educational Inquiry in Seattle.

Goodlad has authored, co-authored, or edited over 30 books; has written chapters and papers in more than 100 other books and yearbooks; and has more than 200 articles in professional journals and encyclopedias. Some of his books have been translated into such languages as Japanese, Chinese, French, Italian, Spanish, and Hebrew. His 1984 publication, *A Place Called School*, received the Outstanding Book of the Year Award from the American Educational Research Association and the Distinguished Book of the Year Award from Kappa Delta Pi. He also received the Outstanding Writing Award from the American Association of Colleges for Teacher Education for *Teachers for Our Nation's Schools* (published in 1990). Several other books have received various awards. His research and scholarship was recognized in 1993 with the American Educational Research Association Award for Distinguished Contributions to Educational Research. In 1999, he was a recipient of the Harold W. McGraw, Jr. Prize in Education, and in 2000, he received the James Bryant Conant Award for Outstanding Service to Education from the Education Commission of the States.

For the past quarter century, Goodlad has been involved in an array of educational reform programs and projects and has engaged in large-scale studies of educational change, schooling, and teacher education. His studies of teacher education, conducted with colleagues, resulted in the publication in 1990 of three books, two with colleagues: *The Moral Dimensions of Teaching* and *Places Where Teachers Are Taught* (John I. Goodlad, Roger Soder, and Kenneth A. Sirotnik, editors). The findings, conclusions, and recommendations are reported in Goodlad's book, *Teachers for Our Nation's Schools*. His 1994 book, *Educational Renewal: Better Teachers, Better Schools*, advances some of the concepts in the 1990 trilogy.

In addition to advancing a comprehensive program of research and development directed to the simultaneous renewal of schooling and teacher education, Goodlad is inquiring into the mission of education in a democratic society to which such renewal must be directed. In his most recent book, *In Praise of Education* (1997), Goodlad argues that education is an inalienable right in a democratic society, and he engages the reader in a conversation on the purpose of education: to develop individual and collective democratic character.

JOHN I. GOODLAD

FAMILY

Married (Evalene M. Pearson); two children (Stephen John, Mary Paula)

EDUCATION

Teaching Certificate	Vancouver (Canada) Normal School, 1939
B.A.	University of British Columbia, 1945
M.A.	University of British Columbia, 1946
Ph.D.	University of Chicago, 1949

Honorary Degrees

National College of Education, 1967, L.H.D.
University of Louisville, 1968, L.H.D.
Kent State University, 1974, LL.D.
Pepperdine University, 1976, LL.D.
Eastern Michigan University, 1982, D.Ed.
Southern Illinois University, 1982, L.H.D.
Simon Fraser University, 1983, LL.D.
Bank Street College of Education, 1984, L.H.D.
Niagara University, 1989, L.H.D.
State University of New York, College at Brockport, 1991, L.H.D.
Miami University, 1991, L.H.D.
Montclair State University, 1992, Litt.D.
University of Manitoba, 1992, LL.D.
Linfield College, 1993, L.H.D.
Doane College, 1995, Ped.D.
Brigham Young University, 1995, D.P.S.
West Virginia University, 1998, L.H.D.
University of Victoria, 1998, D.Ed.
University of NebraskaLincoln, 1999, L.H.D.
University of Southern Maine, 2001, L.H.D.

Awards and Honors

Sophomore Prize; Dean's List; B.A. First Class.
Graduate Fellowship, University of Chicago.
Kappa Phi Kappa Fellow, 1946-47.
Ford Foundation Fellow, 1952-53.
International Institute of Arts and Letters Fellow.
Awarded First Phi Delta Kappa Award in 1975 for meritorious contributions to education through research, evaluation, and development.
Awarded Medal for Distinguished Service, Teachers College, Columbia University, 1983.
Recipient of Distinguished Contribution to the Curriculum Field Award from Division B, American Educational Research Association, 1983.
Received the California Educational Partnership Consortium Award for Outstanding Leadership in Educational Reform ("for contributing most to educational reform in the U.S."), November 1986.
University of Washington Faculty Lecturer, 1987.
Received the Crystal Apple Award from the California Council on the Education of Teachers, (for "contributions [that] have changed the shape of public education in California and the nation"), October 1989.

First Distinguished Visiting Scholar in Educational Policy, Hoover Institution on War, Revolution and Peace, 1993.
Received the American Educational Research Association Award for Distinguished Contributions to Educational Research, 1993.
Received the Edward C. Pomeroy Award for Outstanding Contributions to Teacher Education, Annual Meeting of the American Association of Colleges for Teacher Education, 1995.
Received the Council for Chief State School Officers' Distinguished Service Award, 1997.
Received the Harold W. McGraw, Jr. Prize in Education, 1999.
Received the James Bryant Conant Award from the Education Commission of the States, 2000.

Listed In:

Who's Who in America
Who's Who in American Education
The Canadian Who's Who
The Blue Book, London
Who's Who in the World
The Writers Directory, London
The International Directory of Distinguished Leadership
The International Who's Who, London

POSITIONS

Canada

Teacher, Surrey Schools, British Columbia (including one-room, eight-grade school).
Principal, Surrey Schools, British Columbia.
Director of Education, Provincial Industrial School for (Delinquent) Boys, British Columbia (12 grades).

United States

Consultant in Curriculum, Atlanta (Georgia) Area Teacher Education Service, 1947-49.
Associate Professor, Emory University and Agnes Scott College, 1949-50.
Professor and Director, Division of Teacher Education, Emory University, and Director, Agnes Scott College--Emory University Teacher Education Program, 1950-56.
Professor and Director, Center for Teacher Education, University of Chicago, 1956-60.
Director, Corinne A. Seeds University Elementary School, University of California at Los Angeles, 1960-84.
Professor, Graduate School of Education, University of California at Los Angeles, 1960-85.
Director of Research, Institute for Development of Educational Activities, Inc., 1966-82.
Dean, Graduate School of Education, University of California at Los Angeles, 1967-83.
Director, Laboratory in School and Community Education, Graduate School of Education, University of California at Los Angeles, 1981-84.
Visiting Professor, University of Washington, 1983-85.
Distinguished Visiting Professor, Brigham Young University, 1983-85.
Professor, College of Education, University of Washington, 1985-91.
Director, Center for Educational Renewal, University of Washington, 1986-2000.
Professor Emeritus, College of Education, University of Washington, 1991-present.
President, Institute for Educational Inquiry, Seattle, 1992-present.

ORGANIZATION MEMBERSHIP

American Association of Colleges for Teacher Education. President, 1989-90.
American Council on Education, Council on Cooperation in Teacher Education. Chairman, 1959-62.
American Educational Research Association. President, 1967-68.
American Forum [The]. Board of Directors, 1977-87.
Association for Supervision and Curriculum Development. Committee Member, 1953-58; Chairman, Publications Committee, 1955-57.
California Commission on the Teaching Profession. Member, 1984-87.
California Teachers Association, Instruction Center Consulting Board. Member, 1967-68.
Global Perspectives in Education, Inc. Founding Member, Board of Directors, 1974-77.
Indo-U.S. Subcommission on Education and Culture. Member, 1979-81.
International Association of Educators for World Peace. State Chancellor for California, 1970-74.
International Bureau of Education, Geneva, Switzerland. Member, Panel on Innovation, 1973-76.
The Multi-Culture Institute, National Academic Advisory Council. Member, 1968-75.
National Academy of Education. Charter Member; Secretary-Treasurer, 1972-75.
National Assembly for Social Policy and Development. Corporate Member, 1968-72.
National Catholic Education Association. Member, Board of Directors, 1969-72.
National Commission on the Humanities, Subcommittee on Precollegiate Education. Member, 1979-82.
National Council on Foreign Language and International Studies. Member, 1980-83.
National Education Association. Center for the Study of Instruction, Chairman, Advisory Committee, 1965-66.
National Foundation for the Improvement of Education [The]. Member, Board of Directors, 1970-74.
National Research Council, Division of Behavioral Sciences, Committee on Basic Research in Education. Member, 1968-70.
National Society for the Study of Education. Member, Board of Directors, 1961-89.
National Society of College Teachers of Education. President, 1962-63; Member, Executive Committee, 1958-64.
Ontario Institute for Studies in Education [The], Toronto, Curriculum Theory Network. Member, 1968-70.
Performing Tree. Member, Panel of Advisors, 1982-83.
Phi Delta Pi. Member, Laureate Chapter.
Social Science Research Council, Committee on Learning and the Educational Process. Member, 1967-69.
UNESCO Institute for Education, Hamburg, Germany. Full member, Governing Board, 1972-79; Vice Chairman, 1974-75; Alternate Member, 1968-72.

LOCAL, NATIONAL, AND INTERNATIONAL SERVICE

American Institute of Development. Member, Advisory Board, 1966-67.
Center for Advanced Study in the Behavioral Sciences, Fellow, 1971-72.
Center for City Building Educational Programs [The], Los Angeles. Trustee, 1978-83.
Charles F. Kettering Foundation. Senior Fellow, 1985-90.
Council for the Study of Mankind. Board of Directors: Chairman, 1969-71; Member, 1965-69.
Council for Aid to Education. Member, Board of Directors, 1990-93.
Educational Policies Commission. Advisor, 1962-65.
Efficiency and Innovation in Education, Committee for Economic Development. Member, Board of Advisors, 1966-71.
Encyclopaedia Britannica Educational Corporation, Educational Advisory Board. Chairman, 1966-69; Member, Board of Advisors, 1965-66; Member, Board of Directors, 1984-93.
International Learning Cooperative, Oslo, Norway. Chairman, Professional Advisory Council; Member, Governing Board, 1978-86.
John Dewey Society [The], Project on Alternatives in Education. Member, Steering Committee, 1976-80.
Kevin Collins Foundation for Missing Children [The], Advisory Board Member, 1987.
Lamplighter School [The], Dallas, Texas, Educational Advisory Council. Chairman, 1979; Member, 1976-79.
Longview Foundation. Member, Board of Directors, 1972-92; Counselor, 1992-.

Los Angeles Institute for Psychoanalysis. Member, Board of Trustees, 1962-65.
National Council for History Education. Founding member, 1990-.
National Humanities Faculty. Member, Board of Trustees, 1972-76; Vice Chairman, 1973-74.
Northwest Regional Education Laboratory School Improvement Advisory Committee, 1986-88.
Pacific Oaks School and College. Member, Board of Advisors, 1961-70.
President's Task Force on Early Education. Member, 1966-67.
President's Task Force on Education of the Gifted. Member, 1967-68.
Re:Learning National Advisory Board. Member, 1989-92.
School for Speech Correction, Atlanta. Member, Board of Trustees, 1954-56.
Science Research Associates. Member, Educational Advisory Board, 1974-81.
Statewide School Health Study Program, Stanford. Member, Advisory Board, 1965-67.
Study of the Education of American Teachers [A] (J.B. Conant). Staff Member, 1961-63.
University of California Education Review Committee. Chair, 1983-84.
University of California, Berkeley, Science Curriculum Improvement Study. Member, Board of Advisors, 1965-75.
University of California, Berkeley, Science Activities for the Visually Impaired. Member, Advisory Committee, 1977-79.
University of California, Berkeley, Lawrence Hall of Science. Member, Advisory Committee, 1977-78.
University of California, Davis, National Environmental Education Development Project. Advisory Council Member, 1968-75.
University of Chicago, Benton Center for Curriculum and Instruction. Member, Board of Directors, 1986-92.
University of Notre Dame, The Institute for Studies in Education. Member, National Advisory Council, 1970-75.
University of Oregon, Center for Advanced Study of Educational Administration. Member, National Advisory Committee, 1970-72.
University of Pittsburgh, Learning Research and Development Center. Member, Board of Visitors, 1965-69.
University of Pittsburgh, Board of Visitors, 1987-89.
University of Southern Colorado/District 60 Alliance. Member, National Advisory Board, 1991-.

Survey participant and educational consultant to schools and colleges
in most states, and consultant to educational foundations.

EDITORIAL ACTIVITIES

American Educational Research Journal. Member, Editorial Board, 1964-66.
Catholic Education: A Journal of Inquiry and Practice. Member, Editorial Advisory Board, 1996-99.
Child's World. Member, Editorial Advisory Board, 1952-75.
Education Digest, The. Member, Editorial Advisory Board, 1968-70.
Educational Forum, The. Member, Editorial Board, 1969-71.
Educational Horizons. Member, Board of Consulting Editors, 1978-83.
Educational Technology. Contributing Editor, 1970-72.
General Learning Press. Member, University Programs Editorial Board for Education, 1973-75.
International Review of Education. Member, Board of Editors, 1972-79.
Journal for a Just and Caring Education. Member, Editorial Advisory Board, 1994-.
Journal of Aesthetic Education. University of Illinois, Urbana. Member, Editorial Advisory Board.
Journal of Curriculum Studies. The University of Birmingham, England. Editorial Consultant, 1967-75.
Journal of Research and Development in Education. The University of Georgia. Member, Board of Consultants, 1979-90.
Journal of Teacher Education. Member, Board of Editors, 1958-60.
Learning. Member, Board of Editorial Advisors, 1972-75.
Metropolitan Universities. Wright State University. Member, Board of Editors, 1989-93.
New Education (Australia). International Consultant, 1990-.
New Standard Encyclopedia. Chairman, Editorial Advisory Board, 1953-.
Progressive Education. Contributing Editor, 1955-58.

Review of Education, The. New York University. Member, Editorial Board, 1974-77.

School Review. Member, Board of Editors, 1956-58.

Tech Journal of Education. Texas Tech University. Member, Editorial Advisory Board, 1974-83.

PUBLICATIONS

Books

The Elementary School. Translated into Spanish. [Enoch Pratt Library Committee Selection as one of the best educational books for 1956.] Englewood Cliffs, N.J.: Prentice-Hall, 1956. (Co-author.)

Educational Leadership and the Elementary School Principal. New York: Holt, Rinehart, and Winston, 1956. (Co-author.)

The Nongraded Elementary School, rev. ed. Translated into Japanese, Italian, Hebrew, and Spanish. [First edition, 1959, Enoch Pratt Library Selection as one of the best educational books for 1959.] New York: Harcourt Brace Jovanovich, 1963. (Co-author.)

Planning and Organizing for Teaching. Washington, D.C.: National Education Association, 1963.

School Curriculum Reform in the United States. New York: Fund for the Advancement of Education, 1964.

The Changing American School, ed. Sixty-Fifth Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press, 1966.

Computers and Information Systems in Education. New York: Harcourt Brace Jovanovich, 1966. (Co-author.)

School, Curriculum, and the Individual. Waltham, Massachusetts: Blaisdell Publishing Co., 1966. Translated into Spanish.

The Changing School Curriculum. New York: Fund for the Advancement of Education, 1966.

The Development of a Conceptual System for Dealing with Problems of Curriculum and Instruction. Cooperative Research Program, USOE, Project No. 454, 1966.

Behind the Classroom Door. [Pi Lambda Theta selection for one of the best educational books for 1970-71.] Translated into Hebrew; revised and retitled, Looking Behind the Classroom Door, 1974. Worthington, Ohio: Charles A. Jones Publishing Co., 1970. (Co-author.)

The Elementary School in the United States, ed. Seventy-Second Yearbook of the National Society for the Study of Education, Part II. [Identified as one of the outstanding books in education for 1972-73 by Pi Lambda Theta.] Chicago: University of Chicago Press, 1973. (Co-editor.)

Early Schooling in the United States. New York: McGraw-Hill Book Company, 1973. (Co-author.)

Early Schooling in England and Israel. New York: McGraw-Hill Book Company, 1973. (Co-author.)

Toward a Mankind School: An Adventure in Humanistic Education. New York: McGraw-Hill Book Company, 1974. Translated into Japanese. (Co-author.)

The Conventional and the Alternative in Education. Berkeley, California: McCutchan Publishing Corp., 1975. (Co-author.)

The Dynamics of Educational Change: Toward Responsive Schools. New York: McGraw-Hill Book Company, 1975.

Facing the Future: Issues in Education and Schooling. New York: McGraw-Hill Book Company, 1976.

Curriculum Inquiry: The Study of Curriculum Practice. New York: McGraw-Hill Book Company, 1979. (Co-author.)

- What Schools Are For. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1979. Translated into Chinese.
- Individual Differences and the Common Curriculum, ed. Eighty-Second Yearbook of the National Society for the Study of Education, Part I. Chicago: University of Chicago Press, 1983.
- A Place Called School. [Received the First Distinguished Book-of-the-Year Award from Kappa Delta Pi; received the American Educational Research Association 1985 Outstanding Book Award.] New York: McGraw-Hill Book Company, 1984.
- The Nongraded Elementary School. Re-release of 1963 edition with new introduction by the authors. New York: Teachers College Press, 1987. (With Robert H. Anderson.)
- The Ecology of School Renewal, ed. Eighty-Sixth Yearbook of the National Society for the Study of Education, Part I. Chicago: University of Chicago Press, 1987.
- School-University Partnerships in Action: Concepts, Cases, and Concerns. Translated into Japanese. New York: Teachers College Press, 1988. (Co-editor.)
- Access to Knowledge: An Agenda for Our Nation's Schools. New York: College Entrance Examination Board, 1990, revised 1994. (Co-editor.)
- The Moral Dimensions of Teaching. [Selected by the Critic's Choice Panel of the American Educational Studies Association as one of the outstanding recent books in the area of Educational Studies.] San Francisco: Jossey-Bass, 1990. (Co-editor.)
- Places Where Teachers Are Taught. San Francisco: Jossey-Bass, 1990. (Co-editor.)
- Teachers for Our Nation's Schools. [Received the American Association of Colleges for Teacher Education 1991 Outstanding Writing Award.] San Francisco: Jossey-Bass, 1990.
- Integrating General and Special Education. New York: Macmillan, 1993. (Co-editor.)
- Educational Renewal: Better Teachers, Better Schools. San Francisco: Jossey-Bass, 1994.
- The Public Purpose of Education and Schooling. San Francisco: Jossey-Bass, 1997. (Co-editor.)
- In Praise of Education. New York: Teachers College Press, 1997.
- Developing Democratic Character in the Young. San Francisco: Jossey-Bass, 2001. (Co-editor.)

Chapters and papers in more than 90 other books and yearbooks.

Approximately 150 articles in various professional journals, encyclopedias, etc.

GOODLAD
TESTIMONIALS

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September 18, 2001

Dr. Michael P. Wolfe
Executive Director
Kappan Delta Pi
3707 Woodview Trace
Indianapolis IN 46268-1158

Dear Dr. Wolfe:

It is an honor to write a letter of support for John I. Goodlad's nomination for the Brock International Prize in Education. This is a prestigious award for a significant educator and I can think of no one at the present time more deserving than John Goodlad. There are few (if any) living educators other than John who have put in six decades of scholarly and applied work in public education *and* who are still hard at it continuing to make significant contributions to the field.

Two years ago, I and my colleague Roger Soder edited a festschrift for John entitled *The Beat of a Different Drummer: Essays on Educational Renewal in Honor of John I. Goodlad*. (It was published by Peter Lang in 1999.) John's longtime commitment to the idea of educational renewal (versus "reform") is apparent throughout the essays in this book. Renewal, for John (and many other thoughtful educators), is about the process of individual and organizational change, about nurturing the spiritual, affective, and intellectual connections in the lives of educators working together to understand and improve their practice. In contrast, the rhetoric of "reform" that we hear most often is usually about whatever is politically fashionable, pendulum-like in popularity, under-funded, lacking in professional development, and short-lived. John has always been a strong advocate for renewal, for critical inquiry in action regarding changing and improving education and schooling, whether it be related to how schools are organized, what schools are for, curriculum and instruction, teacher education, educational policy, or—and most importantly—the moral dimensions that ground the whole educational enterprise in a political and cultural democracy.

As I wrote in my chapter in the above-reference book, "Goodlad ... has never been in danger of mainstream appeal." He has found, however, "positive ways to talk about being intellectually creative and countervailing to whatever happens to be educationally in vogue." In a landmark study (Study of Educational Change and School Improvement)—see John's book *The Dynamics of Educational Change*—John wrote:

... there must be a compelling, different drummer whose drumbeat somehow is picked up by the school's antenna. The sounds must be intriguing, challenging, countervailing, perhaps disturbing, but most of all they must be difficult to ignore.

He went on to add that "... not only must the alternative drummer be perceived as salient, there must be a perception, also, of longevity. A temporary, waxing and waning drumbeat will

not suffice." Finally, he noted that

It is my belief that a drummer with an intriguing idea will be more compelling than a drummer with a process. . . . But just an idea is not sufficient. There must be a vehicle and an infrastructure to carry the idea, plant it and, subsequently, nourish it.

John Goodlad, of course, *has been and continues to be* that alternative drummer. We could use more Goodlads this day in age, what with all the market-driven rhetoric about what schools should be for, and the political scapegoating of our public education system. But at least we have one, and he continues to be active in raising a strong voice in praise of public education and the ever-present possibilities for improving the endeavor. And of course, he has many followers and colleagues who are doing the same.

Congratulations on nominating John for this honor. You have selected an educator that may well go down in history as the single most influential educator since John Dewey. Time will tell, but now is a grand time to honor John's work. Thank you.

Sincerely,

A handwritten signature in dark ink, appearing to read "K. Sirotnik", written in a cursive, flowing style.

Kenneth A. Sirotnik
Professor and Director

THE UNIVERSITY OF TEXAS AT EL PASO



October 3, 2001

Dr. Michael P. Wolfe
Executive Director
Kappa Delta Pi
3707 Woodview Trace
Indianapolis, Indiana 46268-1158

Office of
the President

Dear Dr. Wolfe:

I am honored to write this letter in support of your nomination of Dr. John Goodlad for the Brock International Prize in Education. As I reviewed the history and purpose of the Brock Prize—to recognize and reward new ideas that will have a significant, lasting impact on education—I felt as though I were reading a definition of Dr. Goodlad's professional achievements. For the past 50 years, he has been at the forefront of educational change and renewal—as a teacher, researcher, writer, and dedicated advocate of the right of every student, regardless of ethnicity, class or economic status, to a first-rate education. Many of us at the University of Texas at El Paso, the largest Mexican-American-majority university in the United States, have been inspired by Dr. Goodlad's philosophy, and much of our K-16 partnership initiative has been guided by his teaching.

John Goodlad has dedicated himself to making a difference in our nation's schools, and two generations of educators, administrators, students, parents, policy makers—in fact, every person who believes in the power of education to transform and elevate—have benefited from his vision.

His greatest gift may be his ability to look beyond the surface of education, to praise what so often goes unnoticed, and to question the status quo, bringing together leaders from diverse settings to seek answers to the most fundamental, and important, questions: What does it mean to be an educated person? Who, in a democracy, is a teacher?

Dr. Goodlad has devoted his life to helping shape a world where, ultimately, all of us will be teachers. I can think of few people who have made such a sustained contribution to education as John Goodlad, and I recommend him without reservation for the Brock International Prize in Education.

I will be pleased to provide additional information if needed.

Sincerely yours,

A handwritten signature in dark ink, which appears to read "Diana Natalicio", is written over a light-colored, possibly lined, background.

Diana Natalicio
President

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FAX: (915) 747-5069

Yale University

Department of Psychology
P.O. Box 208205
New Haven, Connecticut 06520-8205

Campus address:
2 Hillhouse Avenue

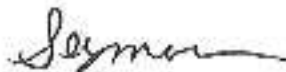
October 1, 2001

Dr. Michael P. Wolfe
Executive Director
Kappa Delta Pi
3707 Woodview Trace
Indianapolis, IN 46268-1158

Dear Michael:

It is with unbounded enthusiasm that I heartily endorse your efforts to obtain the award for John Goodlad. Aside from the fact that he has had impact on several generations of graduate students in education, and has been one of our most articulate and wise statesmen, John has fought the good fight. By that I mean in his many publications he has formulated the most important issues and problems confronting American education. He has done that in conceptual, moral, and scientific ways. His book A Place Called School I regard as a classic book in our field, containing as it does not only compelling, objective data, but a comprehensive explanation which directed our field to new horizons. No one more than John has faced squarely how at its root education is a moral enterprise. And, on the level of social and institutional action, his attempts to forge alliances among schools and between colleges of education are something that no other person has done or written about with such clarity and passion. Both John and I are very elderly people in the field but going back to several decades ago I came to the conclusion that there was no one I respected more than John. I know of no one in younger generations who can continue the trajectory that marks John's career. May I express my personal thanks to you for taking the initiative to nominate John for the award.

Warmest regards,



Seymour B. Sarason, Ph.D.
Professor of Psychology, Emeritus

SBS:lap

P.S. Given the glories of the golden years, growing old has been one physical pain in the neck to me but I persist and will continue to do so.

Ft. Myers, FL 33912
September 30, 2001

Dr. Michael P. Wolfe, Executive Director
Kappa Delta Pi
3707 Woodview Trace
Indianapolis, IN 46268-1158

Dear Michael:

I am pleased to recommend Dr. John I Goodlad for the award as Outstanding Educator. He is the foremost educator in the United States today and is widely known throughout the world. He is most deserving of this award. I base my recommendations on three different areas of Dr. Goodlad's work of which I have personal knowledge. They are: (1) his strong and pervasive commitment to the role of public schools in our democratic society, (2) the quality of his research and its contributions to our understanding of schools and how to improve them, and (3) his qualities as a person and his human relationships with friends, students, colleagues and acquaintances. I shall briefly expand on each of these three areas.

A continuing support for and commitment to democratic values as they are, or could be, fostered in public schools is a pervasive theme throughout all of Dr. Goodlad's works. His works are always based upon the fundamental underpinnings of democracy and their relationship to schools. Since he writes extremely well, he has become a primary spokesman for reminding all Americans how we must nurture and protect our democracy, especially as it relates to schooling.

Dr. Goodlad's research is well-known in the U. S. and throughout the world. It reflects the fundamental questions of schooling and identifies what must be done to improve the impact of schooling upon our young people. The carefulness and skill with which his research is conceptualized and executed is legendary and, undoubtedly, is responsible for the respect his work has among his colleagues in the research community and among practitioners who work daily in our schools. It is difficult to imagine educational research without thinking of the many studies and contributions Dr. Goodlad has made as his legacy.

For those of us who have been fortunate enough to work closely with Dr. Goodlad over the years, his personal qualities are as much to be admired as are his many professional contributions. His interaction with people reflect his commitment to the democratic process as much as his professional writings. He listens intently to people, relates their ideas directly to the work at hand, respects the contributions of all, and supports the expression of alternate ideas and positions. I have learned much from him in how to interact respectfully with people, even when disagreeing fundamentally with them. His wide circle of colleagues and friends from over the years attest to his warm, respectful, and supportive approach to people.

I hope this recommendation will be considered to be the highest possible support for the proposed award for Dr. Goodlad. He is most deserving of the highest recognition possible for his commitment to and work in American education for over 50 years.

Cordially,

M. Frances Klein
M. Frances Klein, Ed. D.

Professor Emeritus,
University of Southern California

GOODLAD
INTERVIEWS

CCSSO NEWS RELEASE

Contact: Paula Delo, Director of Communications
paulad@ccsso.org

**JOHN I. GOODLAD RECEIVES CCSSO
DISTINGUISHED SERVICE AWARD**

Lexington, Kentucky, November 15, 1997--John I. Goodlad received today the Distinguished Service Award of the Council of Chief State School Officers.

Awarded for an individual's outstanding contribution to education and leadership in improving opportunities for student success, the award was announced at the Annual Banquet by CCSSO President Hank Marockie, State Superintendent of Schools, West Virginia.

"John Goodlad has spent his life making schools better places for students and teachers. He does so with a passionate conviction that the school is the essential institution for conveying and creating the values central to a democracy," said Marockie.

"From his beginnings as a teacher in a oneroom school in a rural area of his native Canada, through a distinguished career of teaching and administration in elementary, secondary and university settings, to his current role as codirector of the Center for Educational Renewal at the University of Washington in Seattle, John has shown that understanding the complex social interactions of the school is essential in school improvement.

"John has authored, coauthored or edited more than 30 books; written chapters in more than 100 others; published more than 200 articles, most of which has been published in multiple languages throughout the world. His 1984 book, *A Place Called School*, summarized his research, experience and success in improving the total school. It is a work of seminal importance to the understanding of systemic school change and was justly honored as the 'most distinguished work of the year' by the American Educational Research Association. With *Teachers for Our Nation's Schools* in 1990 he summarized the findings, conclusions and recommendations he and his colleagues had reached concerning the preparation and education of the teaching force. As with *A Place Called School*, it is central to current efforts to improve teacher preparation and training.

"We could honor John, as others have done, for these writings. But we also want to honor the commitment he has made to put his ideas into practice. Since the formation of the National Network for Educational Renewal, John has focused on reforming teacher education and K12 schooling by seeing them as completely independent. He has created Centers in 35 states, linking a college or university with a cluster of K12 school and establishing a new governance structure for teacher

education. The Centers create a governing board for teacher education comprised of the university departments of education, the arts and the sciences; and the boards and superintendents of the K12 systems. These models are assuming increasing importance as states look for researchbased policies and strategies for improving teaching and learning.

"John, for this extraordinary record of achievement and your intense commitment to the improvement of America's schools, we are honored to present you our Distinguished Service Award," said Marockie.

In past years CCSSO has honored Governor Roy Romer (1996), Senator James M. Jeffords (1996), U.S. Secretary of Education Richard Riley (1994), President William J. Clinton as Governor of Arkansas (1988), Ted Sizer (1992), James Comer (1991), and Joan Ganz Cooney and Dr. Edward Zigler (1993).

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Interview

Educational Renewal

with John I. Goodlad

John Goodlad grew up in rural British Columbia. Times were hard, but he received a provisional teaching certificate. Teaching in a one-room schoolhouse, Dr. Goodlad formulated his thoughts on nongraded schooling and first experienced the bureaucracy that can get in the way of teaching and learning. As he advanced professionally, Dr. Goodlad continued to experiment with dismantling educational traditions. He attended the University of British Columbia, then received his doctorate from the University of Chicago in 1949.

Much of his work has focused on the school as a "cultural entity," with its own standards and expectations. His goals have emphasized renewal rather than the restructuring of schools. This year has seen the publication of a new book (The Beat of a Different Drummer: Essays on Educational Renewal in Honor of John I. Goodlad, Peter Lang Publishing) as well as a major conference on educational renewal. We caught up with the very busy Dr. Goodlad recently, and he spoke with us about his work and these recent milestones.

What was your reaction to the new book in your honor edited by Kenneth Sirotnik and Roger Soder?

I was overwhelmed and uncharacteristically speechless. Reading it was a wonderful adventure in ideas and nostalgia. I was delighted with the way in

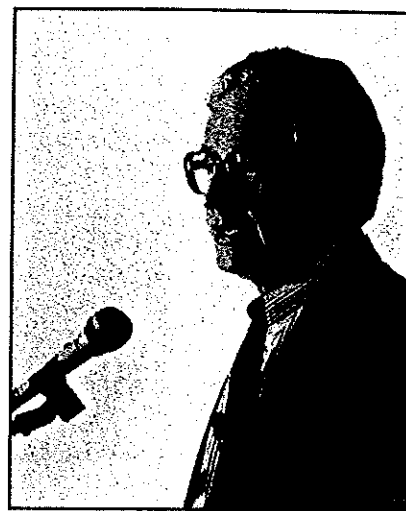
which the authors addressed primarily their own work, connecting it with mine as appropriate. Ken and Roger did a wonderful job with both their editing and writing, and Peter Lang Publishing turned out a very handsome volume. All the royalties go to our Institute for Educational Inquiry, so I am doubly appreciative. Potential readers need not worry about getting a rehash of what I have written. The material is fresh and covers a large scope of educational issues and initiatives. The writers make abundantly clear that educational renewal is widespread but little heralded or celebrated.

What are the major impediments to educational renewal today?

The first is embedded in the concept of educational renewal itself. The second impediment pertains to the narratives in the cultural surroundings now driving education and schooling. The third resides with those of us who profess to be educators—we have met the enemy, and he is us. Let me say a little about all three.

I am very impatient with our readiness to accept and even try to implement the concept of educational "reform." For four years, I was director of education in a school for delinquent boys—otherwise known as a reform school. The connotations are all negative. The boys incarcerated there were seen by the public and all but a few employees in the

school as bad. It was further assumed that we would do something to make them good and that they would comply with our intent. Not many did. The



"Democracy is fraught with potential internal conflicts between individual and group rights. We sometimes pay more attention to who is participating than we do to the best use of intelligence.

recidivism rate was approximately forty-seven percent; some boys returned for two or three bouts of our efforts. Those who "graduated" often went on to be inmates of the adult prison system. This is a terrible model to bring down on our schools. Frankly, I am ashamed of our continued use of the term.

In our work, we use the term "renewal." Educational renewal suggests that we strive to practice education in better, more satisfying ways because we want to. This concept nicely fits the human spirit. The concept of reform is downright degrading. Let us rise up and protest every time the term is used; let the context be one of denouncing it.

The educative environment continuously teaches, sometimes intentionally, sometimes just because it is there—in newspapers and magazines, in television programs, very much in advertising, in business and political rhetoric, and in our schools. As Neil Postman told us in *The End of Education* (1995, New York: Knopf), the dominant teaching narrative today is "economic utility." The god of economic utility is now driving our schools and rapidly turning much of higher education into credentials to be exchanged for jobs—not necessarily for good work. We have debased the process. The narrative says little or nothing about education for its own sake, the development of the self, and the advancement of civility and the community. Our schools should be addressing these issues, but the environment makes it difficult for schools to be truly educational. Groups engaged in educational renewal are well aware that they are permitted to deviate very little from the expectations of this narrative.

The third impediment is ourselves. The silence of our educational organizations, institutions, and professionals is deafening. Unfortunately, the meager percentage of its wealth that the richest country in the

world finds for the education of the young is such that educators go grasping for whatever pieces of gold are thrown out for uses beyond budgets that simply do not provide for educational renewal. The time has come for educators to join with parents, their schools, and community leaders to say "no" to money that does not advance the mission of local schools. We must insist that a much larger percentage be made available for plans that address local needs. Schooling is a cottage industry hurt as often as it is helped by the linear model of reform dropped down upon us again and again. Compliance with reform is not gratifying; educational renewal, on the other hand, is an uplifting concept.

Your conference this summer brought together an incredible number of educational leaders. What were your major goals?

"In Praise of Education" (held in Seattle, 18–21 June 1999) brought together groups of educators scattered across the United States engaged in a wide variety of initiatives in educational renewal. One purpose was simply to celebrate our largely unheralded efforts and learn from each other. This conference was definitely not one more politically driven "educational summit." We invited 21 initiatives in educational renewal to join the settings of our National Network for Educational Renewal to demonstrate and discuss their work. To our surprise and pleasure, all accepted, even though they were responsible for their own expenses (I should note that one later withdrew for financial

reasons). Kathleen Florio's book [*Twenty-One Educational Renewal Initiatives*, 1999, Seattle: Institute for Educational Inquiry] profiles these initiatives. Well-known leaders of educational renewal—including Jim Comer, Carl Glickman, Hank Levin, Neil Postman, Nel Noddings, George Nelson, Mary Catherine Bateson, Stanley Katz, Ted Sizer, Patricia Wasley, and more—also participated. Yet the core second and third days of the conference were carried by educators representing the participating initiatives.

Though the conference was proclaimed forthrightly as an opportunity for celebration and mutual learning, I had something more in mind. I thought we might be able at least to begin the process of coming together as educators and citizens to develop a narrative for education and schooling quite different from the economic utility model. Educators must be more active as citizens, engaged continuously in "crap detecting" and adding their influence to promoting the public as well as the private purposes of schooling. The fact that we are educators does not disqualify us from our inherent right to participate in influencing both the educational environment and the mission of our educational institutions. My concluding address at the conference focused on this central matter, and I hope the conferees went away resolved to become more active in the public domain.

This new book examines the ways in which your work has helped shape our understanding of education. What do you hope to achieve in

the years ahead?

My time is fast running out. Indeed, there are those who thought (some probably hoped) that it had run out with my first or second retirements. There probably will not be a third; I will probably just run down like a fading battery. The conference raised my spirits enormously, because there are so many leaders around the country committed to educational renewal. I have a book in the works, very much neglected, in which I look at the persistence of the same problems I have seen over the years—first as a pupil, then a teacher, then a teacher of teachers and an educational inquirer. These problems remain the same for several reasons, one of which is our own seeming inability to develop comprehensive change strategies and stay with them.

Many initiatives state for their missions what actually are conditions to be put in place; others put forward interesting ideas but forget to devise strategies for getting there. The most vital impediment to doing what we have said over and over to be the right thing is our inability to stay the course. Being a different drummer upsets the rhythm of the band, so one often becomes a threat to members of the group to which one thought he or she belonged. Thus, it is necessary to have companions on the journey to get the job done and to make the doing enjoyable. Our biggest challenge, as I said, is to change the narrative so that it is more in line with the educational principles we come back to again and again but only partially implement. For my own part, I shall try

to increase the number of people who understand and are committed to the Agenda for Education in a Democracy.

What factors most often impede collaboration between individuals and institutions, and how can they be overcome?

As Seymour Sarason [*The Culture of the School and the Problem of Change*, 1971, Boston: Harper & Row] has noted, educational institutions have cultures—and, over time, these cultures develop regularities that largely determine the daily behavior of all involved, teachers and students alike. Add to these regularities what Gary Fenstermacher ["Where Are We Going? Who Will Lead Us There?" Presidential Address to the American Association of Colleges for Teacher Education, 1992] referred to as systemics, and both educators and educational institutions find themselves enmeshed in a net that determines and restricts their daily behavior. Much of this culture is unwritten, but the rules are internalized, nonetheless—and one succeeds individually in large part by observing these rules.

When change is considered, everything to be initiated exists in the minds and time of participants as regularities in addition to, rather than replacing, regularities already established. Consequently, there is quick burnout. The regularities of schooling provide no time for change. Talk to any designated or would-be leader, and that person will immediately tell you how exhausting it is to try to move from old regularities to the new. One of the most immediate problems is finding times to meet. These

times commonly are added to—not substituted for—the time it takes to function within the existing regularities. People quickly fall by the wayside. The first meeting that began with an enthusiastic group of twenty is soon followed by meetings of declining attendance—all for good reasons that involve the existing regularities. Some leaders therefore move quickly to establish the new regularities before the old one wear out the participants. Because we are supposed to be proponents and practitioners of democracy, such leaders are quickly condemned for being undemocratic.

Democracy is fraught with potential internal conflicts between individual and group rights. We sometimes pay more attention to who is participating than we do to the best use of intelligence. These issues are all wrapped up in the democratic process. The challenge for educational renewal is to secure prompt observance of new regularities—a challenge that places high demand on leaders.

If you could institute one essential change in today's schools, what would it be?

I am asked this question over and over and have never been able to respond satisfactorily. I am beginning to conclude that the question probably should not be asked. It contributes to the notion that there is some panacea just waiting to be discovered and implemented that will bring sweetness and light into the difficult process of effecting educational improvement. There is no such thing and never will be. Research on change has proven

that no single change in classroom practices, for example, produces the intended outcome. Whatever the goal, significant change will require orchestrating a dozen or more variables. This is one reason why educational research is so difficult and inconclusive.

The arguments, year after year, as to whether this technique or that method is better are mostly specious. The promises of politically driven school "reform" are in large part the perpetuation of myths. In *A Place Called School* [1984, New York: McGraw-Hill], I laid out an array of changes that seem more relevant today than they were then. One of these was that all children be given the right to public nursery school attendance at the age of four. We should have a compulsory educational system that begins at age four and ends at age sixteen. In my book *In Praise of Education* [1997, New York: Teachers College Press], however, I ask whether more children in these ages would attend school if it were not compulsory. I then propose three phases of schooling, each four years in length and following the overarching mission of developing democratic character in the young—but each focused on themes of great importance to the age group. The emphasis would be on continuous progress. Failure is difficult for us all, but it is something from which we can learn. This learning is denied when we further punish children by requiring them to repeat a grade they supposedly failed the first time around. As I mentioned, I propose ending this three-phase sequence of schooling at age 16. Recent events have made it

abundantly clear that our 17- and 18-year-old young adults are not the best role models for the young and should not be present in schools as we know them. They should be primarily in adult environments. Unfortunately, these changes require bold and enlightened action from our policy makers, who currently are bogged down in determining matters of teaching, learning, and assessment for which they are unqualified.

What will be the state of education in 25 years?

For reasons I do not recall, several decades ago—close to the time of Sputnik, I think—there was a rash of projecting the future of education in capsules that were variously encased or buried. They were to be viewed in the year 2000, now upon us. Was anyone keeping track of these capsules? Are we about to witness their uncovering? My interest is in seeing how poor our predictions were. Predicting the future is hazardous and sloppy, largely because in looking to the future we skip blithely over the intervening years. Undoubtedly, in all those capsules we will find epistles—including mine—that have something to say about the role of technology—most of it wrong.

The most critical educational struggle over the next quarter century is the one already underway for the soul of the public school. Despite continuing criticism throughout the 20th century, it has served us exceedingly well.

What I hope for—in contrast to what I predict—is schooling no longer blemished by a caste system and outrageous differ-

ences in economic resources. There would be no need for alternative schools and schools of choice, because the specialties—the arts, for example—would simply be part of the general education for all children.

The ideal school is small. The only valid argument for enlarging schools is to provide a broader curriculum, which runs out very quickly with increasing size. This is after 400 youngsters in elementary school, 600 in middle school, and 800 in secondary school. One other hope is for a professional-development center providing leadership training for individuals in all the human-services domains. The professional-service fields hold much in common and must be joined closely together.

I am one of the few educators who did not jump up and down with joy when it was proposed that we have a department of education. I happen to believe that we were better off when we had a department of health, education, and welfare. The commissioner was almost invariably an educator, but we still had a secretary presiding over all three divisions. The proposed idea for a department of education and energy makes no sense to me, but a return to health, education, and welfare does. I know that comment will bring censure down on my head, but I have grown accustomed to such.

These are difficult times for educators, because their scope of decision making is being steadily narrowed. I urge my colleagues to stay with it, however, because I can think of no more important work. What else could be more satisfying and, indeed, more important to the well-being of the nation?



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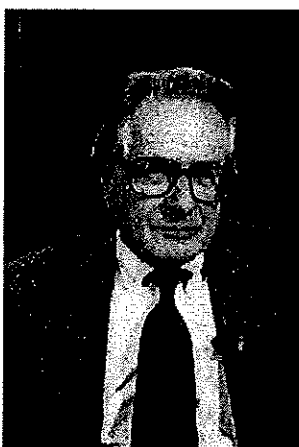


For Education and Technology

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Interview with John I. Goodlad

Adapted by Carole Novak



John Goodlad is professor of education and director of the Center for Educational Renewal at the University of Washington in Seattle. Goodlad is no stranger to education reform. For the past 25 years, he has been involved in an array of reform programs, large-scale studies of educational change, school improvement, and teacher training. The national network for educational renewal was created to further the simultaneous renewal of schooling and the education of educators. It is redefining the concept of school-university partnerships. This interview is excerpted from John I. Goodlad: New Schools, New Teachers, a two-part series of professional development videos for teachers produced by the Agency for Instructional Technology and Phi Delta Kappa.

You've devoted your career to education and its reform. What have you learned from your experience in school reform that is helpful in understanding the current movement?

One of the things you learn is that good things keep recycling. If it's a good idea that doesn't make it this time, it'll make it next time. The other thing that you learn—and it's discouraging—is that you're always getting newcomers on the scene for the recycling process. That means the process of educational change and improvement never ends because you're always dealing with a new clientele, a new group of parents, a new group of administrators, a new group of teachers, and so on. Third, and most important, would be that it doesn't matter how many bills you pass and how many policies you lay down from on high—when it comes right down to it, the individual school has an incredible capacity for rejecting it passively or taking it on and doing something about it. And it doesn't matter where the ideas come from. Ultimately, they've got to be seized upon by people in the individual school unit and seen as important enough to spend time and energy on.

What have been some of your major concerns over the years in the area of school reform?

I think it is the intensive cycles of seeing the need to use our schools in some sort of instrumental way. This instrumental use—to think that schools can do something other than educate people

well—has gotten us into a great deal of trouble. When we start making education in the schools instrumental to work and the right to work—which we seem to be doing now—we are downplaying the value of education. Because whenever you make anything instrumental to anything else, you have downplayed the thing that is the instrument. That, I think, is the misplacing of our educational values in this country. So I would say that these periodic reform movements should be replaced by a continuing process of renewal. That means we have to value education more than we do; we have to value our children more than we do.

Would you characterize our present emphasis in education as not valuing learning very much, in and of itself?

Yes. I refer to Ted Sizer's work with the notion of the child as worker, the child as learner. It's very interesting how some parents are objecting to that notion because they think it means the teacher is abrogating responsibility and turning it over to the learner. It is a much more difficult and challenging teaching task to get youngsters meaningfully involved in the work of learning—and it is work, goodness knows. Japanese parents don't downplay this notion at all. When the child goes off to school, the child's going off to work, just like his father. Youngsters get meaningfully involved so that they don't know when the school period ends. They don't know when to stop; they don't want to stop. That's what we're after, and that means the student has to become an involved worker. It requires a teaching skill that we're not preparing for, because teachers teach the way they were taught, and the way they were taught was frontal teaching. **Eighty-eight percent** of high school teaching time in the hundreds of high school classes that my colleagues and I visited in doing our research was spent in **frontal teaching—telling, questioning, lecturing, with the students passively sitting**, often with their eyes glazed over and their minds somewhere else. That's what we've got to switch around. The one thing teachers have in their control doesn't get legislated, usually doesn't get mandated. It's the teaching act itself. That is the power of teaching.

How important is it that teachers become empowered, in the sense of being more involved in decision making activities in their schools?

It's absolutely critical. It's very interesting to note, however, that by the end of the 1980s, just about turning into the 1990s, there was a pretty fundamental agreement that the way to bring about change is school by school, by empowering the principals and the teachers. That idea was agreed upon by policymakers and educational reformers. How much have you heard about that rhetoric in the last two or three years? It's faded away. But it's a fundamentally very important idea.

Will the current attitude toward assessment affect the process of reform?

Well, there's some wonderful thinking going on in assessment that's quite different than in the past. That is, the idea of a portfolio kind of assessment where youngsters are competing only with themselves, gathering data that shows their improvement over time—papers they've written, things they've created—ultimately resulting in some kind of exhibition for graduation. It's a wonderful idea, but we're still terribly hung up on norm-based tests. I think it is just absolutely one of the worst things that could've happened that the national assessment that was proceeding—which was never meant to be a comparison of states or children with children—is being converted. Good ideas have all been overwhelmed by norm reference testing, the SAT, the Graduate Record Exam, all of those geared to norm. I am uneasy about the progress we've made in this field being translated into the instruments we use to test children. Standardized, norm reference testing gives us absolutely no diagnosis of the ills of the American educational system.

Do you think this whole series of events in terms of assessment and curriculum and site-based management offers any clear statement or definition of the purpose of schooling?

When my colleagues and I set out to study teacher education, one of the things that we identified early on was that teacher education had no mission. That is, when we looked at the catalogs of

universities, we looked in vain for a mission of teacher education. If we're preparing teachers for schools, the mission for teacher education should arise out of the mission of schooling. But when we looked for the mission of schooling, we found fragmented goals. We concluded that schools have two parts to their mission. One, we've got to prepare, we've got to enculturate, the young to participate actively and effectively as citizens in a democratic society. That means the worker role, the citizen role, the parent role, the personal role. The other is that we've got to give them command of those processes of knowing that come out of humankind's efforts to study the knowledge system. Those are strictly educative functions; they're not instrumental in any way. When we've talked about this with groups around the country and presented this to those who've committed themselves to our reform agenda, they see that as making sense. If we could get policymakers to focus on an educational mission rather than an economic mission or a political mission, we would then begin to see what's required to have our people educated.

What do you believe the purpose of education ought to be?

It's to cultivate the sensibilities and the sensitivities of the individual at the highest possible level. That's what it's all about. We want people to be sensitive to the world around them; we want them to have the sensibilities that make it possible for them to recognize the elements of phenomena that need to be dealt with in their lives. We need for them to be sensitive to one another, so they'll have successful relationships with others. It is developing responsible individuals whose individuality is molded in their culture. The school needs to provide that opportunity for interacting. It's entirely a personal thing. It's entirely an individual thing done in groups.

How do you see technology playing a part in education reform?

Well, I would want to redesign the education delivery system. First, there would be teams made up of people, each of whom has high talent in an important given area. For example, in the primary years, I want a teacher who really knows how to diagnose reading disability. I would want a teacher who really knows how to diagnose what youngsters are processing from a quantitative or mathematical point of view; those are team leaders. I would want career teachers aspiring to be head teachers as part of the team. I would want teacher interns and staff members in that group, and I would want part of the delivery system to be a multimedia delivery system of videotapes, computerized learning, and so on. There are thousands of young people in the United States in tiny little high schools that don't have qualified math and science teachers, yet we're expecting those kids to pass the 16-year-old test. I think the states that pass legislation like that have a moral responsibility to provide the delivery system to those youngsters. And if the stakes of schooling were made so high that my child had to pass that test to go on to academic work or to take vocational career training or to get a job—and if the state did not provide the delivery system to the school where my child would go—I'd sue. That's why I'm saying that the moment you raise the stakes of schooling, you raise the moral obligation to provide for it.

Could you describe your vision of how teachers ought to be trained and prepared?

At the Center, we've put this forward in a series of 19 sets of conditions, which we have embedded in what we call postulates. First, the institution has to care, has to think it's important. We found teacher education at the bottom of the totem pole in regard to institutional importance. There is this rite of passage that universities have gone through from normal school to teachers' college to state college to state university—and teacher education goes downhill as you get to the more prestigious universities. And there is no effort on the part of teacher-preparing institutions to recruit—they just take people who come wandering in. People don't go to a teacher education program because they think it's the best in the country; they don't go like they go to Yale law school. Once they get there, rarely is there any attempt to socialize future teachers because teacher education usually doesn't start in universities until at least the junior year. One of the weakest features we found was the lack of adequate laboratory facilities. Teaching schools should be like teaching hospitals.

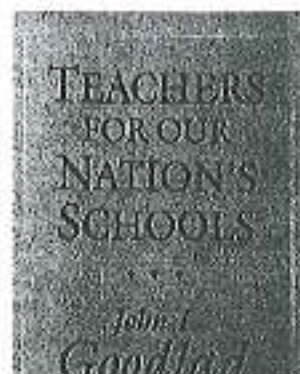
So we recommend: (1) If the institution's going to do it, to make a commitment from the top and proudly raise the flag. (2) There would be an active recruitment program, particularly directed toward minorities because we don't have enough in teaching. (3) There would be an identifiable faculty, accountable and responsible, representing the arts and sciences, the school of education, and the schools. (4) The program would be built around a mission that is embedded in what schools are for, and everything would be lined up to be coherent with that mission. (5) Next, there'd be a lot of field experiences with seminars prior to student teaching. Programs would become five-year programs with four years of general education including preparation to teach built in, plus an intensive year of internship in two different kinds of schools—three or four months in each with accompanying seminars. Those schools would be renewing schools of the kind we'd like to see our children in, so the future teachers not only can experience good schools but also can work with the faculty renewing their schools and learn that it's their responsibility. That's our agenda.

Tell us about your idea of the center of pedagogy.

Well, once upon a time, schools of education prepared teachers and administrators. This was all they did. Now the most prestigious schools of education in the country either don't prepare teachers at all or prepare very few, so the function of schools of education has gone far beyond preparing teachers. Stanford University has a small program for maybe 30 people or so; Yale doesn't have a program at all; Harvard has a kind of program that doesn't offer course credit at the undergraduate level; the University of Chicago doesn't prepare teachers at the initial level. So what we have is the most prestigious universities and the **most prestigious schools of education not preparing teachers**. Now, what would we think if the most prestigious schools of law didn't prepare lawyers, and the most prestigious schools of medicine didn't prepare doctors? It's bizarre, isn't it?

It is.

What I'm saying is: Look, we've got a group of people over here in the arts and sciences who provide the basic content for math, history, English, and so on. We've got a group of people over here in education who teach the foundations of education and methods of teaching. There are a lot of people in the school of education who've nothing to do with teacher education. They're running their research programs, or they're doing advanced studies of one kind or another, their doctoral programs, and so on. Let's identify those people in the school of education who want to work with teachers, join them with a cluster in the arts and sciences, join all of them with the faculty and their partner schools, who together make the decisions about the programs. In effect you'd be creating a unit of people with accountability and responsibility for teacher education representing all the component parts. Why shouldn't the faculty that prepares teachers recruit the others, recruit their colleagues? Deans of education have asked exactly that question: What does the school of education do, if part of it is a center of pedagogy, with the arts and sciences as school people participating? You'd better have good answers to that question, because that'll be one a lot of legislators are going to ask. If schools and colleges of education don't prepare teachers—or prepare very few—what are they doing?



Doing research wouldn't be a good enough answer?

It wouldn't be a good enough answer for me, if I were a congressman. I would want to know more than that. Research on what?

Research on how children learn.

I'd want answers. It should be research that bears upon a particular function. My recommendation is a unit, a center of pedagogy with arts and sciences people in it, school people in it—and the rest of the people in the school of education would go about their usual business. It needn't necessarily disrupt

things. In fact, it could let a lot of people off the hook who don't want to be in teacher education and don't have much to contribute to it.

What will it take to assure that greater attention is given to the preparation of teachers?

Oh, it's hard work. We have a group of senior associates, some of whom are with us at the university, most of whom are scattered about the country working on these problems. It's hard going because many state legislators don't like schools of education. That's a given. The idea of mentoring teachers solely, letting the teachers prepare other teachers, is very attractive in times of low funding because it doesn't cost much. But the question I raise of legislators who want to do this is: Given all the criticism of teachers and all the criticism of schools not doing an adequate job, why would you want to prepare future teachers solely with the people who you think aren't doing a good job now?

Right.

It doesn't make common sense. Rather, let's get schools that are going about their business of renewal, let's get the professors who are teaching the subject matter that teachers must know, let's get professors who are teaching the pedagogy, let's get the experienced, competent teachers in those schools together to design and conduct teacher education programs. Now, that's what we're trying to sell to policymakers, and interestingly enough, they're responding very well to the notion. Yes, it makes sense that the university and the school districts join for the education of teachers. The surprising thing is that we haven't done much of what seems to make sense. So that's the challenge. I'm hopeful.

What advice would you give to educators—classroom teachers, administrators—and others interested in expanding their efforts in the area of school reform?

The first thing I would say is, you have a moral responsibility as a steward of the school to participate in school renewal. You cannot be an observer; you have to be a participating member. As a teacher, you have responsibility for all the children in the school. If you take on the responsibility of becoming a teacher, you take on the moral stewardship of schooling. And your assumption is that every child can learn; every child will get equal access; no child will be excluded because of color, race, or creed. That's the commitment you make as a teacher—not just to manage the classroom.

Project yourself 20 years into the future. What would you hope people would be saying about schools and education reform?

About public schooling, I would hope it would be the kind of thing where the wisest person in the community walked into the school, went through it, and came out and said, 'That's where I'd like my child to be. What a wonderful place for my child to be—to be happy and at the same time to be learning.' What a wonderful combination.

Dr. Goodlad, thank you very much for talking to us.

You're very welcome. Enjoyed it.

Photos by Dave Stocker for AIT.

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For more information about the Center for Educational Renewal and its National Network, write to:

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