

# Educational Panaceas

International baccalaureate	Charter Schools	Teacher Expectation for Students
TQM	ISO 9000	Business Model
ITA	Portfolio Assessment	Authentic Assessment
Value Added Assessment	Multi-Cultural Education	Referendum
A Nation At Risk	The Conant Report	The Sandia Study
Performance Objectives	Standards-Based Education	Essential Schools
Block Scheduling	Writing to Read	Whole Language
Character Education	Structural Linguistics	New Math
New Science	Vouchers	Large Group/Small Group
Summerhill	Peer Coaching	Effective Schools
Critical Thinking	Brain Teaching	Site-Based Management
Strategic Planning	Long-Range Planning	Scope and Sequence
Cultural Literacy	Home Schooling	Cyber Education
Accountability	Moral Education	Assessment Strategies
Non-gradedness	Restructuring	Global Education
Shared Decision Making	Cognitive Development	Back to Basics
Magnet Schools	Distance Education	Technology
Self-Esteem	Cooperative Learning	Service Learning
Lead Teacher	Curriculum Compaction	Channel One
Intensive Scheduling	Teaching to the Test	TIMSS
Dropout Prevention	Leaning Contracts	Assertive Discipline
NAEP	Interdisciplinary Design	Learning Centered School
Teacher Empowerment	Instructional Leadership	Teacher Centers
School Based Management	The Empowered Manager	Bilateral Decision Making
Effective Instructional Management	Grass Roots Management	Mentor Teachers
The Copernican Plan	Developmental Model (ODOM)	National Diffusion Network (NDN)
STAR schools	Team Planning	Supplemental Learning Centers
Flexible Scheduling	Modular Scheduling	Core Curriculum
Collaborative Teaching	Looping	Clinical Supervision
Interactive Analysis	Paideia Proposal	Teacher Assisting and Coaching
Writing Across the Curriculum	Intergenerational Education	BSCS Biology
Mini-Courses	Competency Based Education	Career Education
Statewide School Reform	Kitchen Science	Gifted Education
Instructional Support Teams	Mainstreaming	Logical consequences discipline
BSAP, PACT, PASS, ACT	High Stakes Testing	Peer Mentoring
Native Language Instruction	Adequacy	Equity
Bilingual Education	Clinical Intervention	Measurement Driven Instruction
Merit Pay	School/Business Partnerships	School to Work
Outcomes Based Education	Teacher Internships in Business	Sex Education
The Carnegie Report	Privatization	Community Schools
No Child Left Behind	Every School a Good School	Education Quality Assessment
Least Restrictive Environment	Peer Assistance	Job Shadowing
EHAB	IDEA	Head Start
Small School Reform	Consolidation	Science of Reading
PVASS (value added)	SCPASS	Standards
Health Education	Nutrition Education	Outcome-Based Education
Race to the Top	Community Schools	2+2+2
Small High School Movement	Focused Literacy	State Takeovers
Transformations	Race to the Top	Letters
Core Standards	Online Education	Team Teaching
SAS	Charter Schools	Community Schools
High Stakes Testing	AYP	ESSA
Large Group/ Small Group	No Child Left Behind	Madeline Hunter
Science of Reading	Leadership Training	Human Relations Training
Systems Analysis	Culture Wars	Balanced Literacy
Seat Time	Office of Transformation	Hybrid Learning
Taylorization	Cultural Literacy	Consolidation



# The RISE, DECLINE and FALL of

## EDUCATIONAL PANACEAS

JOE A. BAILEY

Educational panaceas have been available in a wide and generous variety since cavemen discovered that drawing on walls made excellent visual aids. However, just as visuals met a decline only to be rediscovered in the 1930's, and again in the 1950's, panaceas have predictable life cycles which make a fascinating study.

In Chart I, I have attempted to show graphically a typical life cycle of a panacea. A more detailed explanation follows.



IDEA

The **IDEA** (of a panacea) usually starts with a university professor, necessarily one with a Ph.D., and most often one from a well-known school. Small schools have a difficult time gestating panacea-producing professors; or if they do, the professors leave about the time the panacea is germinated. The panacea may or may not be a part of the professor's normal work. At times it is a part of some other professor's normal work, who, because he's attending to that work, overlooks the potential of the panacea. Gradually the panacea is formulated, tested, and approved on freshman students who are always available in large numbers and do not know enough about what they should be

doing to realize that they are being panacea-ed upon. Without exception the panacea works, whereupon the freshman class graduates **cum laude**.

Once the panacea is "researched" it is reported in an obscure journal which has a limited but influential readership — usually the **IDEA** man's friends (who also have panaceas awaiting their turns). It is possible that if the **IDEA** man is fairly well-known, a more prominent journal will accept the report. This often requires that the panacea have been tested by more than one researcher, preferably by someone at a different school. This researcher coincidentally is a former classmate of the **IDEA** man or at least a recent pupil who happened to be around when the "basic research," as it is now known, was done. Following the publication there are a series of invitations for the **IDEA** man to lecture on the panacea. The minimum number of these lectures to assure success is one. Thus begins the **CULT**.

### CULT

**CULTS** are very restrictive since they necessarily have a "we know something that you don't" appeal. However, if it were not for the **CULT**, the panacea would die before it reaches **POPULAR ACCLAIM** and would be tragic for progress. Therefore (the **CULT** serves a useful and important service in that it not only explains the panacea and nurtures it to maturity, but it also creates an aura of mysticism that is so necessary to success. Too, it creates the necessary intellectualism which would be lacking in a so-called "simple solution to a complex problem." While panaceas often become, in **POPULAR ACCLAIM**, simple solutions, they are never simple in their beginnings. It is the genius of the **IDEA** man to formulate the **IDEA** and the destiny of the **CULT** to take the complex panacea and make it desirable to the world.

Another basic part of the **CULT** is a "professional organization" and a "professional magazine." Both are purposely small, sometimes made up by and for only two or three "intense" individuals who are "dedicated." Realizing that the very nature of the panacea is one of mystery, the need for deep study and

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