

Section One

F O U N D A T I O N S

NEWSPAPERS, MAGAZINES, AND TELEVISION are always filled with stories about American education: how it is failing our children, our society, and the business world which can't find enough capable workers; and about how tougher standards and more testing are needed to hold students and teachers "accountable."

At the same time, teachers' rooms are filled with talk about how politicians, school boards, and policy makers are failing to support education with money, reasonable policies, and long-range planning.

I believe that changing how we structure and use time in our schools and individual classrooms holds the key to positively changing the lives of students and teachers and, ultimately, to preserving our democracy.

This section looks at some current issues in the educational debate as well as the extensive research and knowledge we have about how children learn and grow. Chapter 1 looks at current issues and directions in education and how they affect our children and teachers. Chapter 2 begins to review the extensive body of research and knowledge which should be used as a foundation for educational reform. It looks at principles important in structuring time in schools. Chapter 3 continues this review by focusing on principles important in how we use time in schools and classrooms.

A mentor of mine, Jackie Haines, tells the story of the kindergarten teacher who was always after her children to hurry up. "Hurry up, it's time for art." "Hurry up, it's time for reading." But she realized something was wrong when she heard herself say, "Hurry up, it's time to rest."