

THE CLASSROOM

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performance of the student. Whole Teaching - Whole Learning has previously not been viable because such education has lacked a conceptual framework that could embrace all subject matter, academic and occupational. This is no longer the case. The principles and practices of *The Analytical Classroom* make it possible for all teachers to teach all context and simultaneously develop thinking, reading, and writing skills in all students.

Here is a learner-centered, educational reform program for America in the 21st century:

1. **Teacher Training:** Stop training teachers to use the one-dimensional, rote-inducing, mind-deadening, drop-out promoting sequential strategy. Start using the multidimensional principles and practices of *The Analytical Classroom* in training and retraining all teachers at all levels. *The Analytical Classroom* is a teacher-directed, learner-centered environment, based on a purposeful and consequential view of subject matter. In *The Analytical Classroom* the teacher is less concerned with sequential lecturing and more concerned with having students engage analytically the fully-dimensional and dynamic elements that are already present in all subject matter, whether that subject matter is occupational or academic in nature. The Analytical Classroom uses a wide variety of learner-centered techniques that allow students to identify subject matter purposes, develop the means needed to achieve purposes, and de-

AAMC

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tion per year for direct costs alone," said William B. Kerr, director of the Medical Center at UC-San Francisco and chair of the AAMC Council of Teaching Hospitals. "An all-player fund would enable teaching hospitals to compete economically and fairly with non-academic health centers in a new, more price-conscious environment."

Brief descriptions of the other AAMC papers follow.

* A statement on goals and principles lists the fundamental issues that any health care reform proposal should address.

* A statement on funding health-related research urges the federal government and others to maintain financial support for biochemical, clinical and behavioral research. The paper states that health services research — which examines the organization, financing, delivery and outcomes of health care — should receive increased funding and be funded separately from biochemical research because of its unique and important role in health care reform.

* An overview document titled "Academic Medicine: The Cornerstone of the American Health Care System" discuss the history and multiple missions of academic medicine and its role in resolving issues of physician supply, research, underserved populations and specialized services.

The Association of American Medical Colleges represents the 126 accredited U.S. medical schools; the 16 accredited Ca-

nadian schools; 400 major teaching hospitals, including 74 Department of Veterans Affairs medical centers; 91 academic and professional societies, which represent 61,000 faculty members; and the nation's medical students and residents.

VOLUNTEER

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her real name) 15 years old, was brought into the Baby Find Program 5 months pregnant with twins. Sandra's mother was not able to offer much support due to her substance abuse problem. Sandra was given a big sister who kept in close contact with her, either by phone or a visit. Sandra was helped to eat properly during her pregnancy, get to her doctor appointments, and prepare for her new babies arrival. Sandra needed a great deal of emotional support during this time, which her big sister was able to provide. Sandra delivered healthy twin boys a few weeks ago, she still has many problems to deal with - but not alone - her big sister continues to care, guide, educate and support her as she takes on her new role or mother of two.

Baby Find is all about moms helping moms, and community helping community. To continue to make this program work Baby Find needs additional "big sisters", so if you are a mother (or grandmother) living in West Las Vegas and feel you could help please contact Ruth Kastel at 383-1411 or Treopia Anderson at 594-3174.

Your "little sister" is waiting for you.

termine consequences. A purposeful/consequential, analytical strategy provides a cognitive framework that leads intellectually, naturally and seamlessly, to the development in students of thinking, reading, writing, and problem-solving skills in a manner that is transferable to the workplace and life. In *The Analytical Classroom* the teacher's analytical instruction method becomes their student's analytical learning message.

2. **Students Learning:** Stop turning our 6 through 21 year-old students into passive and unquestioning acceptors of subject matter. Start providing a whole teaching - whole learning environment, beginning in the early grades and then starting aggressively in the fourth grade through graduate school. All students are Natural Analysts.

3. **Instructional Materials:** Stop producing materials that are sequentially conceived and thereby induce and require rote learning. Start producing materials — both academic and vocational — in all mediums (books, videotapes, computers) that are conceived and presented purposefully and consequentially; materials that are learner-centered and allow students to apply analytically what is learned to their lives and to the workplace.

4. **Instructional Integration:** Stop leaving the teaching of thinking, reading, writing, speaking and listening skills to English and philosophy teachers only. Start having every teacher, at every level, for all subject matter areas, develop in all students cognitive and communications skills within the context of the subject matter they teach.

We are concerned with educating all students not to memorize but to understand, analyze, evaluate, and solve problems for the workplace, and society. We are concerned with having students rescue themselves from the banality of much that is modern culture, in a way that will make them economically competitive in a global economy. We are concerned with educating a thoughtful citizenry that can preserve and protect our democratic way of life. We are concerned with having all educators, administrators, corporate training executives, and state, local, and federal policy makers see their primary responsibility as creating a Whole Teaching - Whole Learning environment. *The Analytical Classroom* makes this a possibility not a dream.

Teachers and students face many non-instructional challenges and the inequalities produced by lack of school funds are plainly unacceptable. Let the managers, politicians, and social scientists address these latter problems. The challenge to educational reform is not primarily curricular, managerial, or financial. Organizational approaches to reform can't kill the beasts of low achievement, high drop-out rates, and reduced economic competitiveness. A Whole Teaching - Whole Learning environment is needed; for without it, the beasts will continue to smile as we rearrange the deck chairs.

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