

CARDINAL PRINCIPLES--1918	QUALITY EDUCATION --1975	SENATE BILL 411	MONTANA STANDARDS	PROPOSED
	To find joy in learning			Instill joy of learning
Command of fundamental processes	To communicate ideas, knowledge, thoughts & feelings	Communication & technology skills	Writing, reading, speaking, math, listening, & literature ★	Develop learning skills
Worthy use of leisure	To learn who they are becoming	Creative arts related to culture & heritage	Fine Arts & Activities	Develop worthy use of leisure
Worthy home membership	To develop personal responsibility		Media & library literacy	Develop personal responsibility
	To reason critically and creatively	Language & communication skills and math & science skills	Science & Math ★	Develop analytical skills
	To affect a world in change	Understanding of government processes	Social Studies ★	Instill love of country
Civic education	To assume social responsibility	Informed social choices	Social Studies	Instill civic & home responsibility
	To further their creative ability		Technology	Develop Intellectual skills
Health		Self knowledge of wellness	Health Enhancement	Instill healthy life style
Vocational		Choose & pursue life's work intelligently	Career, vocational & workplace competencies ★	Develop job skills
Ethical character			World languages ★	Instill moral character

## Quality Education/Quality Schools

### Cardinal Principles 1918

Quality education has traditionally been defined in terms of student output. The first national effort to lay the foundation for quality education and create standardization was started in 1915 and completed in 1918. The result was seven student output statements (seven cardinal principles). These statements applied to secondary schools. Elementary schools were to concentrate on the basic learning skills. High school graduation requirements reflected the principles and were developed nation wide. Later college entrance requirements also influenced graduation requirements.

The seven principles did not advocate dividing education into separate fields. The principles are all interrelated and depend on an ethical character to motivate the learner.

### Montana Quality Education Project 1975

In 1975 the Montana State Board of Education with the assistance of the Northwest Regional Education Lab crafted 8 interrelated dimensions of the learning process that must be achieved if a quality education is to exist. These dimensions like the Cardinal Principles were not divided into subject matter areas. To transform potential into actuality the board said schooling would enable students to achieve the dimensions. The study identified both what the dimensions were and how they were to be achieved. These dimensions were consistent with the 7 Cardinal Principles, but omitted the areas of Health, Vocational and Ethical Character.

### Senate Bill 411 2003

Senate Bill 411 was a failed attempt to define quality schools. The 7 outcome statements addressed the 7 Cardinal Principles, except for Ethical Character. The statements also were interrelated and not divided by subject matter.

### Montana Standards 2001

Montana Standards replaced the model learner goals of the accreditation manual with broad subject matter goals. The 7 Cardinal Principles were covered in general except for Ethical Character. The purpose of accreditation is to establish a foundation for a basic system of quality education.

### Proposed 2004

Eleven student outcomes, which are more comprehensive than the other models, are proposed. Additions include Develop Learning Skills, Develop Analytical Skills, Instill Love of Country, Develop Job Skills and Instill Moral Character. Similar to other quality education models, the outputs are interrelated and not separated by subject area.

Develop Learning Skills is proposed as a separate output to focus attention on the need for students to be self-learners. Emphasis on the learning skills will make a dramatic impact on a student's ability to succeed in all other subjects and succeed in his or her chosen occupation.

Develop analytical skills is a thinking process that may be neglected in the transfer of information from the teacher or the book. Analyzing the information should be taught by all of the teachers.

Instill Love of Country is an unwritten goal of courses such as history and government. Sometimes students end up hating these courses because of the way they are taught. Memorizing information may take priority over appreciating the sacrifice of what other have done.

Develop Job Skills is frequently neglected. After 12 years of schools, graduates expect to be able to get a job to support themselves. Many times this does not happen because obtaining job skills is not a priority.

Instill Moral Character was a goal in the past, but is being neglected because of the connection between good character and religion. Teaching and demanding good behavior does not constitute teaching religion. The court system has not defended the right of the school to discipline students.