

Why current education system is not good enough argumentative essay examples

[Countries](#), [United States](#)



The average student in the American education system goes through thirteen years of education. Four of the thirteen years are spent in high school where the student ought to learn essential skills to apply thereafter. When a student joins high school, they are expected to know basic reading skills and writing skills. However, not every student acquires such learning. Also, the high school education system fails to prepare the students for life after school. For this reason, various discussion and debates have been held across the state (Stuart, 45).

With a focus on the objective of the American curriculum, the public fails to comprehend who takes the responsibility to structure the said objectives. Though the Commission of Reorganization of Secondary education takes charge over the curriculum development, the community needs to be involved. This is because the average students who do not benefit much from the system often end up in the society. The objectives of the American education system suggest that the students acquire an all-round preparation for life. However, only a few practices are instilled over repeated routines of learning and assignments. Most students learn to work in teams, to keep time, to deliver results within given time frame and cooperation. Individuals need to learn essential skills as they join kindergarten (Townsend, Tony, and Richard, 34).

Another issue within the American education system is the grading system. Since time immemorial, psychologists have studied the effects of academic grades on an individual's learning. These studies often provide replicated results. The main findings state that academic grading tend to diminish the zeal of learning. Secondly, students contribute more to tasks that contribute

to their grade in order to avoid poor performance. Thirdly, the grading system disables critical thinking capabilities among the students (Stuart, 46).

In the article *Against School*, the author, John Taylor Gatto discusses how the teaching profession breeds boredom for both the scholar and the teacher. Teachers in the American education system receive very little appreciation. Gatto argues that the official education cannot be considered as neither prerequisite nor mandatory for success.

Do we really need school? I don't mean education, just forced schooling: six classes a day, five days a week, and nine months a year, for twelve years. Is this deadly routine really necessary? And if so, for what? Don't hide behind reading, writing, and arithmetic as a rationale, because 2 million happy homeschoolers have surely put that banal justification to rest" (Gatto 143). Gatto implies that the schools are only teaching student the results but not the fundamental of knowledge. According to one of the famous Chinese saying, this scenario would be considered to be giving them the fish instead of teaching them how to catch fish. Therefore, the student should be taught with practical materials in a practical way to enhance their interest for coming to school. As a result, they will not feel dominated by school, and eventually they will feel excited to attend school to gain new knowledge. The Center for the integration of Research Teaching and Learning (CITRL) posted an article which explained the purpose of teaching. Practical teaching was meant to enable the theoretical basis of the material accessed by students. Students are guided on how to apply what is taught in classroom in a practical manner. According to the article, practical teaching must be used

in a corrective manner to ensure that students are not confused in either of the following manner:

- If a clear explanation is not matched with an example, the example will confuse and cause more damage to the student more than it will help him.
- A live assignment that fails to work frustrates students and they lose trust of the material

Through the small class experience, the scholars could equally contribute in discussions. These consequently help in differentiating informed contributions from opinionated contributions. The technological advances make it possible to overcome economic barriers to a small class approach. Contrary to their belief, American academic leaders have caught the attention of rising universities. This happens especially in Asia where many universities have been making great efforts to be at par with the American education. If this movement, the Bologna process, succeeds, then degree qualifications would be compatible globally (Oakes, John and Martin, 227). Every scholar dreams to make it to Ivy League schools. However, such schools tend to filter applicants based on their grades. The standardized assessment regime and ranking of schools by performance seems to be infiltrating to other continents. This however contributes to bigotry especially for the weak schools. Instead, the law seems to be driving subjects like music and art off the curriculum. These historical practices need not be considered in the contemporary world owing to revolution taking place (Oakes, John and Martin, 251).

Oakes, John and Martin further question whether the society requires the experience fostered through school. They question the validity of forcing

children to endure the routine of classes for twelve years of education.

Though he supports education, they detest schooling and supports homeschool. In order to push his point across more clearly, Gatto mentions a few great men in the history of America who learned through homeschooling. These people include Abraham Lincoln, George Washington, Thomas Jefferson and Benjamin Franklin (Oakes, John and Martin, 148).

The education system fails in preparing students for the future life. Oakes, John and Martin note that students lack the critical thinking skills even after thirteen years of education. With reference to Principles of Secondary Education a book written by Alexander Inglis, Gatto discusses the six major function of contemporary education system. These functions include the adaptive, the integrating, the diagnostic, the differentiating, the selective and the propaedeutic functions. Oakes, John and Martin further conclude that schooling only transforms children into being addicts. The system forces scholars to absorb more than they could accommodate. He further notes that home schooling could instill critical thinking skills contrary to the schooling that impacts reflex obedience. Also, homeschooling promotes leadership training as compared to schooling that nurtures employees and consumers (Oakes, John and Martin, 150).

Rose attests to ideas raised by Gotta. He states that schools could totally disorient its students. The grouping of students with different backgrounds, capabilities and skills could be unsettling. This mainly affects students who may be disadvantaged ethnically or socially. He also notes that schooling takes place within a strict environment without any focus on changes and challenges that challenges face as they grow up. Just like Gotta, Rose notes

that he fell victim of boredom especially during History classes.

Consequently, the author disregarded the subject and always wandered his mind away during class (Oakes, John and Martin, 156).

Rose, attributes his best grades of his lifetime to his lecturer Jack MacFarland. MacFarland engaged his students in crafting the subject and his teaching technique. By getting the students so engaged in reading literature and analyzing them, Rose eventually revived his reading capability. Consequently, Rose often scored As in MacFarland's class. On the contrary, the grades in other subjects determined to be below average. Despite the outcomes, Rose associates school performance of scholars with good grades and popularity. On the contrary, as manifest the extrinsic rewards of schooling, they lack intrinsic satisfaction which involves ability to engage in problem solving (Oakes, John and Martin, 158).

The article written by Andrew Delbanco, *College at Risk*, discusses the intended aims of higher learning. He notes that as scholars join higher learning institutions, they tend to look forward to its completion and subsequent luxurious employment. He associates the colleges in America with liberal education which face extinction owing to advances in technology, radicalization of the society and economic changes. The author reckons that the church-based college scholarships in the colonial era promoted the higher learning concept. These scholarships mainly targeted promising boys but also embraced women. In the founding years of America, state and community colleges acquired land grants from the federal government. The higher learning institution fosters unity among Americans of all ethnicities. With an illustration of the Chinese student from Bowdoin, the author shows

the concepts behind a small class experience. Here, scholars mainly focus on learning from both their lecturers as well as each other (Oakes, John and Martin, 220). Debanco explains why the current education provided is not capable of providing educational skills

“ Evidence that our colleges and universities are not providing those skills, either—at least not well or widely enough that distinctiveness is embodied, above all, in the American college, whose mission goes far beyond creating a competent work force through training brains for this or that functional task.”

In order for changes to be implemented in the American education system various strategies need to be applied. First cultural changes need to be imposed in the learning institutions. Decision-making need to embody the core principles of education. Secondly, a reevaluation of the education system needs to be conducted guided by the core principles identified in the initial stage. Thirdly, the American education committee needs to be involved in the renewal and implementation of newer approaches to the education system. This would help in ensuring quality of learning and education given in schools. Finally, assessment of learning should be associated with the efficiency of the institution. Formative and summative assessment need to be practiced widely within the system. In order for this transformation to take place, the nation needs to be engaged in conversation. Consequently, the education system would ensure diversity preservation as well restoring hope (Townsend, Tony, and Richard, 40-42).

There are crucial skills that should be taught in school.

- Communication skills. This will help the people to interact with one another through both verbal and written communication.
- Formation and maintenance of relationships. The ability to maintain and form relationships is a critical skill that affects every aspect of our life.
- Financial skills. This skill is essential just as money is a necessary part of life.
- Day to day living skills. These are certainly important and should not be undervalued; it is critical for a person to live independently.
- Philosophical skill. Allow one to understand that thoughts are very powerful and it as much powerful weapon than war.

In conclusion, the education system needs to be transformed as other aspects keep changing. The contemporary system can be dated back to the historic education system in Greece. With the globalization trends, technological advance and economic changes, newer approaches in education need to be implemented (Stuart, 45).

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