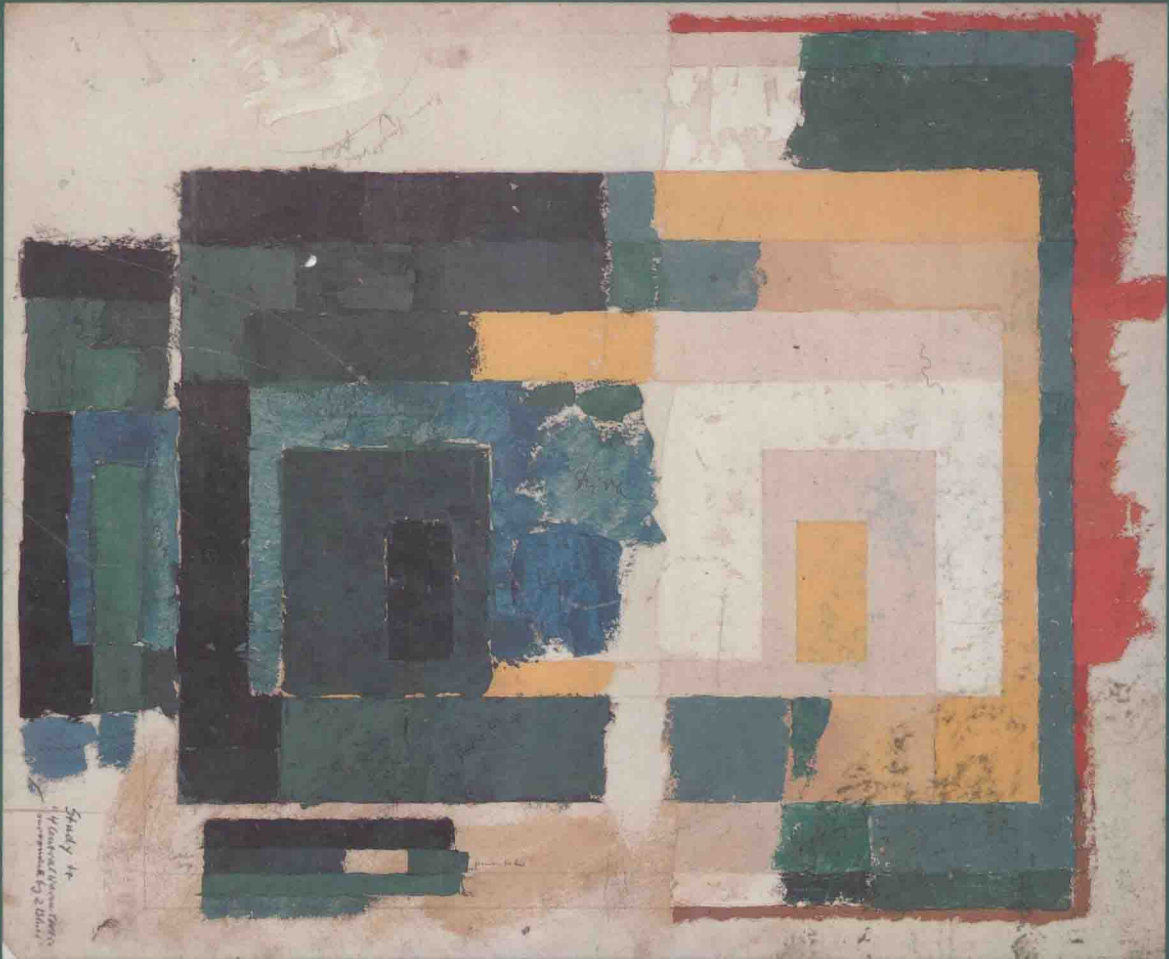


T H I R D E D I T I O N



IN THE CLASSROOM

AN INTRODUCTION TO EDUCATION



Arthea J. S. Reed
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Mary W. Olson

THIRD  EDITION

IN THE CLASSROOM

AN INTRODUCTION TO EDUCATION

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P R E F A C E



Like the Clerk in Chaucer's *Canterbury Tales*, we would gladly learn and gladly teach; in fact, we would encourage every student in the foundations course of education or in the introductory course to adopt this motto, too. In writing this book for those courses, we have included a number of features designed to be informative, to provide glimpses of life in the classroom, and to challenge students to analyze points of view that may be different from their own.

This book combines in one volume the features of both a foundations of education text and an introduction to teaching text. The following features of each chapter enhance this dual approach:

Chapter Objectives Allow students to understand what information is available in each chapter.

Opening Anecdotes Introduce the content of the chapter in story format, an advanced organizer for the material to follow.

Vocabulary Introduces students to essential concepts within the context of the chapter; also included in the end-of-book glossary.

Multicultural Strand The concept of multiculturalism is integrated with topics in most chapters. Specific topics include teaching in a multicultural society a multicultural curriculum and learning in a multicultural society.

Viewpoints Range from poetry to excerpts of essays and articles; used to elaborate material in the text, illustrate another point of view, or enhance a concept.

Taking Sides Presents two sides of a controversial argument discussed within the chapter; encourages students to question the issues presented and to extend their learning beyond the text.

Global Perspectives Broaden the student's perspective through information about education in such cultures as South Africa, France, and Japan.

In the Classroom: A Case Study Presents diary entries or stories of real teachers in actual classroom situations or actual programs, intended to illustrate a specific idea in a chapter.

Marginal Notes are sequential key concepts in each chapter, allowing the student to review U.S. education at a glance.

Points to Remember Keyed to the chapter objectives; helps students review material during their reading.

For Thought/Discussion Questions following each chapter to help students reflect on the content of the chapter.

For Further Reading/Reference Annotated bibliography at the end of each chapter.

Because students today are expected to spend a fair amount of time observing in classrooms, each copy of our book is accompanied by *A Guide to Participation and Observation In the Classroom*, third edition. This guide is designed to help education students objectively observe teachers, students, and student/teacher interaction, using a variety of field-tested materials. In addition, tools to augment the beginning teacher's technique in tutoring and small group work are included.

We have also written an instructor's resource guide, *Teaching and Testing With In the Classroom*, third edition, to provide a variety of approaches for using the text, including a taking sides approach, an "in the classroom" case-study approach, and a discussions/reflections approach. Course syllabi and teaching ideas and materials are provided for each of the three approaches. We also include summarizing questions for each chapter, classroom activities for small and large group discussion, and individual investigations for independent study. *Teaching and Testing With In the Classroom*, extensively revised for the third edition, contains a test bank of approximately 1,500 items, which are also available on MicroTest III, a powerful but easy-to-use test generating program by Chariot Software Group. MicroTest III is available for DOS, Windows, and Macintosh personal computers. A set of color transparencies is also available.

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Arthea J.S. Reed
Verna E. Bergemann
Mary W. Olson



PART ONE



TEACHERS AND TEACHING

If we accept the status quo and maintain a conservative view toward change, we will not progress. In fact, we'll probably regress. We have an obligation, as educators, to constantly seek better ways of doing things. If that means putting our heads on the chopping block, so be it. Either, we stand for something or we stand for nothing. If we stand for

something it should be so important that any sacrifice to preserve and further it is worthwhile. And, as educators, we are under a moral and ethical responsibility to stand for something.

Very truly yours,
Jack Crowley



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