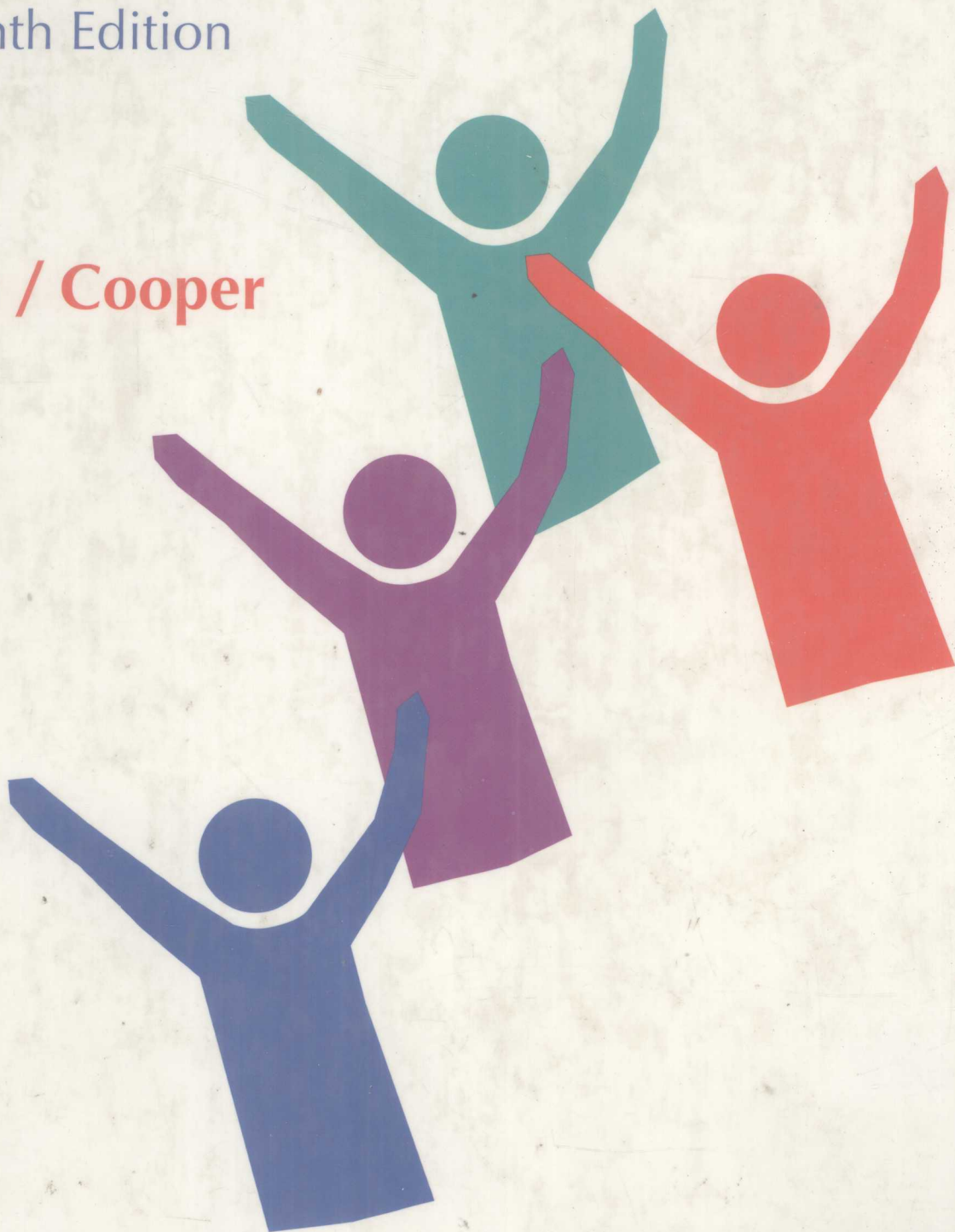


Those Who Can, Teach

Seventh Edition

Ryan / Cooper



Those Who Can, Teach

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Kevin Ryan

Boston University

James M. Cooper

University of Virginia

HOUGHTON MIFFLIN COMPANY BOSTON TORONTO
Geneva, Illinois Palo Alto Princeton, New Jersey

To Susan Granoff, our esteemed editor for three and a half editions, who abandoned us to fulfill society's pressing need for more lawyers. We'll miss you.

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Cover design: Darci Mehall, Aureo Design; cover image: Darci Mehall.

Part opening photos: Part 1: © Michael Zide; Part 2: © Michael Weisbrot; Part 3:
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Printed in the U.S.A.

Library of Congress Catalog Card Number: 94-76550

ISBN: 0-395-71242-4

456789 - DH - 97 96

P r e f a c e



This book, *Those Who Can, Teach*, is a book of questions. In fact, it was written in the first place to answer the question, “What are the things people beginning their formal study of education should know?” We have organized the chapters of our book around a series of questions that are likely to be of special concern to prospective teachers—and that we believe are keys to the central issues and concerns of teaching and learning. We hope that these questions provide direction and focus to readers’ study well beyond the time they spend with this book. In addition, for those who are considering careers in teaching, we believe that the search for answers to these questions will help them clarify their career goals.

Purpose and audience

This is the seventh edition of *Those Who Can, Teach*. It is intended as a basic text for courses variously titled “Introduction to Education” or “Foundations of Education.” We originally wrote this book because we couldn’t find the kind of textbook our students and the students of many of our colleagues needed and wanted—a book that involves prospective teachers in the real issues of schooling and education and gives them a clear view of the skills and knowledge they will need to be successful professionals.

Content of the seventh edition

Those Who Can, Teach, seventh edition, presents a frank and up-to-date examination of the field and foundations of education and, especially, the teaching profession. Although the text is firmly based in educational research and scholarship, it seeks to convey the important knowledge and issues in the field of education in a way that effectively bridges educational research and classroom practice. For this purpose, we rely heavily throughout the book on a narrative style, attempting to place the book’s content in very human terms.

Part 1, “Teachers,” examines various motivations for teaching, the knowledge base about effective teaching, and a behind-the-scenes look at what we know about the experiences of beginning teachers. Part 2, “Foundations,” contains four chapters on topics that are “foundational” to the practice of teaching: the philosophy of education, the history of American education, the ethical and legal issues facing teachers, and the economic and political issues underlying the control and governance of schools. In Part 3, “Schools,” the dynamics of school life are viewed from many different angles to give the prospective

teacher a multilayered view of schools, from the nature of schooling to what is taught, and from a research-oriented view of the characteristics of schools at the various levels to the current reform movement in American education. Part 4, "Students and Their Social Context," attempts to provide the reader with a vivid grasp of the diverse and changing nature of today's students and examines the critical social issues that affect American students and schools today. Part 5, "Careers," gives the reader a frank look at the teaching profession and provides timely information on salaries and employment opportunities.

Features of the revision

In the three years since we completed the last edition, education has been in the headlines from Main Street to Pennsylvania Avenue. As the link between education and the well-being of both the individual and the nation becomes more obvious, both real change and proposals for change become apparent. This edition, therefore, tries to sort out the most significant developments without losing sight of the enduring issues of our field.

Among the most significant changes in this edition are:

- ※ *Educational Reform* An entirely new chapter is included on our recent efforts to fundamentally restructure education, entitled "How Can Schools Be Reformed?" In it we present an up-to-date picture of the changes being advocated from Washington, from various state governors, and from local communities. Our focus is not only on the major changes that have filled the headlines but also on the more demanding topic of what reforms *ought to be* enacted. We believe it is important for students of education to know not only what is happening, but to reflect on what *can be* in our schools.
- ※ *New Educational Technologies* For decades schools have lagged behind much of the rest of society in the use of technologies. Business, industry, and even the home have outstripped the schoolhouse. While the rest of the country has been easing onto the information highway most teachers are still in their driveways. Some are still in their garages. The most obvious example of this is the teacher with a new computer in her room either letting it gather dust or having to rely on students to run it. As more and more instructional materials are becoming available on videotapes, CD-ROMS, and laser disks, and as computer skills become more central both to learning and the world of work, teachers must have mastery of these new developments. This edition contains a special strand within chapters on educational technology uses that correspond with the content being discussed. We hope this new feature will make the reader more aware of technology's uses in education.
- ※ *Internet* This subset of the new technologies has, we believe, special significance for education. It is now, and surely will continue to be, a powerful tool in education. Increasingly teachers will be expected to be *Internet liter-*

ate. For this edition, therefore, we have prepared a four-color, sixteen-page insert, entitled “The Internet: A Classroom Learning Tool.” The focus of this special insert is on using technology as a tool to support both teachers’ and students’ learning goals. First, we provide the reader with some basic understanding of the technical aspects of using the Internet and the most common applications, and then we offer a catalog of resources for practical use and to help activate and support classroom learning.

- ✧ *Broadened International Perspective* In our last edition we made a major effort to include an *international perspective*. Our post–Cold War world is much more of an interdependent global society. The United States not only has the opportunities and burdens of world leadership, but it is also in the midst of fierce economic competition from trading partners and global neighbors. In this seventh edition we have substantially expanded this emphasis. Therefore, besides references throughout the text to how our schools and students are faring vis-à-vis other nations, we have special inserts entitled “Education: A World View.” Each chapter has at least one insert on topics ranging from life in Japanese elementary schools to the impressive system of teacher education in Turkey. (For a complete list of the text’s “Education: A World View” inserts, see pages xvi–xvii.) We have included these new inserts because we believe that prospective teachers for America’s schools need to be aware of advances and developments in schools around the world, in part to gain a better understanding of what is truly unique about America’s educational system and in part to be able to evaluate the many current reform suggestions based on international comparisons and critiques.
- ✧ *Increased Coverage of Student Diversity and Multiculturalism* In the last fifteen years, the United States has absorbed a huge new wave of immigrants. Typically, the newcomers already have young children or enter the country at child-bearing age. While they add new hues and patterns to the fabric of America, they also present new challenges to our schools and teachers. Since so many of the teaching positions of the future will open up in areas of the greatest cultural diversity, it is important that new teachers bring a special level of knowledge and sensitivity to these issues.
- ✧ *Greater Emphasis on Inclusion and Special Education* All Americans are becoming increasingly impressed by the achievements of people with disabilities. Much of this is directly related to pioneer efforts in our schools. This progress is rightly emphasizing how to help disabled students gain the education and skills they need to be contributing members of their communities. Here, too, is where technological advances in and out of school are providing new opportunities and a more level educational and employment playing field for Americans with disabilities.
- ✧ In addition, because education is such a changing and dynamic field, every chapter has been changed and updated, some quite substantially. For example, Chapter 6, “What Are the Ethical and Legal Issues Facing Teachers?” and Chapter 11, “How Can Schools Be Reformed?” place much greater emphasis on the ethical responsibilities of teachers and on the school’s role in helping students forge personal and civic virtues. In the past, we have received strong

support from future teachers for the practical “survival tips” included in the text. Therefore, we have increased these, giving particular attention to beginning teachers. For instance, we have added a major section to Chapter 3, “What Can the New Teacher Expect?” entitled “Surviving the First Year of Teaching,” which gives prospective teachers directions they can use now to prepare themselves for their initial teaching assignment. Chapter 12, “Who Are Today’s Students?” and Chapter 13, “What Are the Social Problems and Tension Points in American Education?” offer a fresh, warts-and-all look at our schools and the tasks before teachers, from homeless students to persisting inequalities. Chapter 15, “What Are Your Job Options in Education?” contains new salary and job market data and a revised section on the growing need for minority teachers. Chapter 4 presents expanded material to help readers develop their own philosophy of education.

Learning aids and special qualities

Although much is new in the seventh edition, many other features have been retained. Chief among them is the book’s *informal writing style*. We have tried to communicate the seriousness surrounding professional topics and at the same time weave in humor and create a sense of conversing directly with the reader. The text describes extensively the experiences of classroom teachers, often in their own words. Frequently these experiences happened directly to the authors when we were teaching in public schools. We believe (and hope) that this writing style and heavy use of narrative gives the text a greater sense of reality.

Many pedagogical features have been included to enhance the student’s learning and the text’s usefulness. *Dialogues* between the two authors appear periodically both to highlight controversial points and to make clear to the reader that education is not a field where all the issues are settled with cut-and-dried answers. *Special inserts* are included in each chapter to focus in-depth on topics or research findings of particular interest to prospective teachers. As mentioned, “Education: A World View” inserts have been added to provide an international perspective to many important topics. *Biographies* of distinguished educators and teachers, such as Socrates, John Dewey, Anne Sullivan, and Jaime Escalante, have been placed throughout the text. Several are new in this edition. Further, the book is extensively illustrated with *cartoons*, *photographs*, *graphs*, *charts*, and *thought-provoking quotations*. In addition, *marginal notes* highlight the important points of every page, and each chapter begins with a *capsule overview* and a *list of key points*. Each chapter concludes with a series of *discussion questions* and an annotated list of *suggested readings*.

Accompanying teaching and learning resources

The seventh edition of *Those Who Can, Teach* is accompanied by an extensive package of instructor and student resources.

Kaleidoscope: Readings in Education, seventh edition, is a companion book of readings that can be used either in conjunction with the text or as a separate volume. This collection of more than seventy selections contains works by some of the most distinguished scholars in education along with the writings of practicing teachers. A mixture of topical and classical studies, the readings include diary entries, letters, teacher accounts, journal articles, and reports. Many of the authors and reports of research cited in *Those Who Can, Teach* are included in this book of readings. Also, an easy-to-use chart cross-references topics discussed in *Those Who Can, Teach* with the readings in *Kaleidoscope*. New in this edition of *Kaleidoscope* is a glossary of the key terms used in these entries.

Accompanying the text is an *Instructor's Resource Manual with Test Items*, prepared by Catherine Kinsella Stutz and Susan Taver. It contains more than seven hundred multiple-choice test items and nearly a hundred short-answer and essay questions (with answer guides). New to this edition is a special section of authentic assessment ideas for each chapter as well as a section of case studies with discussion questions. The instructional resource material in Part I of the manual has been thoroughly updated and revised to reflect new text content and offers an overview for each chapter of the text, student objectives, supplementary lecture and discussion topics, student activities, selected references, and media suggestions. Also new to this edition are a transition guide from the sixth edition to the seventh as well as model syllabi, for even more teacher support. An instructor's guide to the Internet insert in the main text is also provided.

The test items contained in the *Instructor's Resource Manual* are also available in new computerized form in a Computerized Test Generator for use with IBM and Macintosh. Online testing and ESAGRADE are now available with this package. Finally, a set of eighty overhead color transparencies is free to instructors upon adoption of the text. The transparencies include figures from the text as well as new material generated specifically for this set.

Acknowledgments

Whenever any of us put pen to paper or fingers to the keyboard, we are indebted to many people. In the writing of this book, we are especially appreciative of the help given by the following individuals: Larry Laufman for his invaluable contribution to the research and writing of Chapter 4; William Geutcher for writing one of the cases in Chapter 1; Steven Tigner for his portrait of Socrates and his helpful suggestions on the philosophy of education chapter; Catherine Kinsella Stutz and Robert Wedge for the many suggestions and special help with the section dealing with legal issues; Todd Kent for his contribution to the "Education: A World View" and "Educational Technology" inserts; Frank J. Becker and Jeradi A. Hochella for the insert, "Internet: A Classroom Learning Tool"; and Becky Burbach for working her magic on the word processor to produce clean copy of the chapters. Special thanks go to our colleagues and students for their many good ideas and continuing support. A number of reviewers also made key contributions to the organization and content of this edition, most notably:

Charles Alberti, Bemidji State University
Jennifer Endicott, University of Central Oklahoma
John Gaines, King College
Mary Gurley, Assumption College
Doug MacIsaac, University of North Colorado
Ruth Norton, California State University
Phil O'Connell, Grand Valley State College
Sandra Parker, Northeastern University
Francine Peterman, Ball State University
Alan Quick, Central Michigan University
Roger Wess, Chadron State College
Brenda Wheeler, Shippensburg University

A special acknowledgment is due to Marilyn Ryan for the substantial intellectual and psychological contributions she made to the several editions of this book. In this edition she researched and wrote most of the new biographies of educators.

Writing and revising a book is a multifaceted process. Many people provide advice—some solicited and some not. We believe, however, that our best source of advice on this book and its companion, *Kaleidoscope*, has been the team we've worked with at Houghton Mifflin. Susan Granoff, to whom this edition is dedicated, worked with us for three editions. Susan left us for law school midway through this edition, but two skilled professionals took her place: first, Susan Yanchus and then Lisa Mafri. It has been a pleasure to work with each of these women. Rosemary Winfield has been project editor, helping us with the final stages of production, and we hope she is around for many more editions. Loretta Wolozin, our sponsoring editor, has been with us for six editions and has been a continuing source of support, good ideas, and new directions. Having an editor who believes in a book, particularly a book that has tried to be different, is a special blessing and we feel blessed having Loretta Wolozin on our side.

Finally, we acknowledge the scores of students for whom this book is written. Your new learning as you become teachers is central to our work as authors. We value your feedback on how we are doing and invite you to respond by sending us your comments on the form at the end of this book.

Kevin Ryan
James M. Cooper

L

etter to the student

Dear Readers:

Hello!

You may be accustomed to textbooks that tell you what to think about education, teaching, learning, and students. That's not our goal. Rather, we are attempting in this book to open up the profession of teaching to you by encouraging you to draw on your own experiences, values, beliefs, and goals. Although most of you have been around teachers and classrooms for more than a dozen years, you may have been too close to see the experience in any way other than as a participant. We want this book to be a return trip to familiar ground, but this time with a special lens. That's where we come in.

We think of this book as a set of varied lenses to help you see the familiar in a new light. By "the familiar," we mean not just teaching and schools, but *yourself*. Our intention is for this book to help you see yourself in this whole process of education with greater personal insight.

As you thumb through *Those Who Can, Teach*, you will see cartoons, dialogues between the authors, pictures, the quotes, and text—these are all a significant part of how we communicate with you. For one thing, you are many. You readers are as varied as your numbers, with both differences and commonalities: commonalities in, for example, your participation in an exploration of teaching and differences in your learning experiences. Some of you are quite skillful at decoding print quickly and clearly. And you have learned how to store it efficiently for future use . . . like exams or real life. A richly worded description is enough to open the door to a concept, such as inequality of educational opportunity. For other readers, the key is a graph or diagram that teaches vividly and quite visually, say, the differences in resources spent on the education of different groups of students. Still others of you read the print, take in the graph, but the reality of inequality does not come through to you until you see a photograph of a child, sitting in an ill-equipped, barren classroom, in worn out clothes with a dejected look on her nine-year-old face.

The stories, anecdotes, cases, and problem situations in our book also reflect our belief that much of the best learning results not from absorbing abstract descriptions of research findings, but from internal reflection on how an idea or a problem plays out in the lives of students and teachers.

The dialogues in the book, boxed conversations between the two of us, reflect some of the conversations we, as authors, have actually had about partic-

ular points. Though we are good friends, and long-time professional colleagues, we don't always agree on particular issues. Further, there are a number of issues about which we initially had differing views, but through conversations, we finally found common ground. But more than airing our differences in print, we have used dialogues as a device to make a fundamentally important point: *Those Who Can, Teach*, like every other book you will read in this field, was *not* handed down from Mount Sinai. The book is the product of two very human beings. We think "we have it right," but that is clearly in the realm of an intention, a hope. And although we both have been public school teachers and professors of education for a combined total of more than fifty years, and have six children between us, our judgments are all too human. We are still learning daily about what makes a good school and how teachers ought to be educated. Though we have tried to keep our biases under control, we do have them. We have our favorite educators and favorite movements; we have our favorite theories to explain educational issues. A purpose of the dialogues is to bring you into some of our private ruminations about a topic.

Another purpose of the dialogues is to encourage you to begin dialogues of your own—with the book, your classmates and instructor, and even with others around the country. Dialogue is a way to get you, the learner, actively involved in making your own meaning of the world. This has long been an important educational principle, a cognitive learning principle. Recently, researchers and practitioners have begun calling this approach "constructivism." Through active involvement in the learning process, you, the learner, construct knowledge. Out of the interplay between your prior knowledge and your current learning experience, you are creating something new—a fresh understanding of something, a new or improved skill, a different way to solve a problem. Supporters of this constructivist view, ourselves included, are convinced that your active involvement in your learning promises deeper understanding as well as longer retention.

The key to this for you as a teacher is to provide an environment that encourages active learning and trust. For the learner, constructivism means a much more active approach to learning than has been traditional. It means, for instance, that as you read the material in this book, you should be having your own dialogue with it. "Has this point about life in classrooms been similar to my experience?" "Do I really understand this point?" "How would I apply this principle of discipline in my own classroom?" And, then, there are the big questions behind your reading of this book: "Is teaching for me? As I study it more and get closer to the possibility of actually becoming a teacher, is it really for me? Will I be good at it? Will I be happy doing it?" Constructing meaningful answers to these questions should be your fundamental task.

Before we send you into the book itself, a note about the title, *Those Who Can, Teach*. The great Irish playwright George Bernard Shaw had a razor tongue to go along with his sharp wit. Shaw had many unpleasant things to say about schools and education, but one of his cruelest remarks was reserved for teachers: "He who can, does. He who cannot, teaches." It was an insulting comment when it was made some hundred years ago, and it is an insulting comment today.

But the world had taken a number of turns since Shaw wrote those lines. There has been a worldwide explosion of education activity. In Shaw's Great Britain, advanced education was only for the rich and very fortunate few. Today most nations see the close link between free education and national prosperity quite clearly. As a result, teaching is a much more demanding and crucial occupation than ever before. Developing a person's human potential and a nation's economic potential are serious endeavors.

Now we can truly say, "Those who can, teach!"

Kevin Ryan
James M. Cooper

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