

# *School and Society*

HISTORICAL AND CONTEMPORARY PERSPECTIVES

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THIRD EDITION

*Steven E. Tozer*

*Paul C. Violas*

*Guy Senese*





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## Historical and Contemporary Perspectives

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Urbana-Champaign

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*Historical and Contemporary Perspectives*

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designed the social foundations of education course on which this text is based. Currently, over 40 of his former advisees and graduate assistants are teaching at colleges and universities in the U.S. and Europe.

Professor Violas received his baccalaureate and master's degrees in history at the University of Rochester, where he later received his Ed.D. degree. He taught secondary school social studies for 6 years before later embarking on his career in higher education. In addition to teaching and lecturing assignments in England and Greece, he served for 6 years as Associate Dean of Graduate and Undergraduate programs at the College of Education, University of Illinois, Urbana-Champaign. He has been a regular contributor to such journals as *Education Theory*, *Teachers College Record*, *Harvard Education Review*, and *The History Teacher*. He is also the coauthor of *Roots of Crisis* and the author of *The Training of the Urban Working Class*.

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# PREFACE

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*School and Society: Historical and Contemporary Perspectives, 3e* is designed for courses in teacher education commonly labeled School and Society, Social Foundations of Education, History and Philosophy of Education, or simply Foundations of Education. Such courses may be offered at the introductory or more advanced levels in teacher education programs, at undergraduate or graduate levels. Normally, their purpose is to provide students with a broad, interdisciplinary examination of the school-society relationship in America and of the many issues imbedded in this relationship. More specifically, the intention is to help prepare teachers who are able to reflect critically on the social significance of their teaching practices as well as the institutional goals, policies and practices that surround and shape classroom practice. With this in mind, we built the following features into our text.

*Historical-Contemporary Analysis* Understanding contemporary educational processes, we believe, requires understanding their historical origins: how and why they first arose and then developed into their present forms. For this reason history plays a central role throughout this work. In Part 1, we analyze the relationships among the political economy, the prevailing ideology, and the educational practices of each major period in the development of American public education. For each period, we show how the intersection of these forces influenced one or more perennial issues in education that still confront us as we move into the 21st century. We try to show how a significant change in any one of these components (political-economic conditions, prevailing ideology, or educational practice) inevitably reflects or stimulates changes in the others. Students become familiar with these connections as they revisit them in different historical settings.



Whereas Part 1 examines perennial school-society issues in terms of their historical origins in American history, Part 2 provides a contemporary analysis of these same issues by discussing such questions as, What is the relationship between liberty and literacy? Is the professionalization of teaching good for education? What are the purposes of public education in a democratic society? Who should control the curriculum, and for what purposes? To what degree can schools promote social equality? What types of curriculum and teaching practices are most effective and most equitable? Thus each enduring issue receives a two-part, historical-contemporary examination. The result is a highly integrated text, in which each chapter in Part 1 has a matching chapter in Part 2.

*Diversity-Equity Focus* Today's educators must confront the complex question of how to provide an increasingly diverse school population with an education that is both equitable and of high quality. Consequently, we have made this issue a major focus of our text. In Part 1, Chapters 4, 5, 6, and 7 examine the histories of four educationally under-served groups in this country: the working class, women, African-Americans, and Native Americans. Then, in Part 2, Chapters 11, 12, and 13 analyze the educational status of these and other minority groups in contemporary America. The related themes of diversity and equity as seen in various forms (racial, ethnic, cultural, language, gender, and ability) constitute possibly the most important issue facing schools in the 21st century. Consequently, we have given it heavy emphasis.

*Critical Thinking Skills* Since good teachers must be able to think critically, we wanted to produce a text that actively promotes critical thinking skills within an educational context. Most foundations texts espouse this goal, but few accomplish it. To do so means (1) providing the basic conceptual tools needed for analytical inquiry, (2) demonstrating their use within the text, and (3) providing readers with opportunities to practice such analysis as they bring new understanding and past experiences to bear on primary source readings. Consequently, we have structured our text as follows. First, Chapter 1 presents six analytical concepts (social theory, political economy, schooling, training, education, and ideology) that we have found to be especially useful in understanding American public education. Next, we have systematically demonstrated their usefulness by organizing chapter discussions around them. Both the historical chapters in Part 1 and the contemporary chapters in Part 2 utilize these concepts. Finally, at the end of each chapter, we have provided original source readings that students are asked to critically evaluate using these terms. In short, each chapter models the analytical use of these terms, while end-of-chapter readings and questions provide an opportunity for their use. *In fact, it is our hope that reflective readers will use their own experiences and viewpoints to challenge the authors' analyses whenever there seems cause to do so.*



*Text Integration* Rather than producing a text of independent chapters on discrete topics in education, we have produced one that is highly integrated. We have already described two of the primary mechanisms used to accomplish this: (1) the use of perennial issues as a device for integrating the book's historical and contemporary parts and (2) the use of end-of-chapter readings as vehicles for applying (thereby mastering) the analytic terms. In addition, the analytic framework used throughout the text, especially the political-economic and ideological discussions, provide integrative threads rarely found in foundations texts. If, for example, the ideology sections found within chapters 2 through 15 are read together, they provide a minihistory of ideological thought from colonial times to the present.

*Changes in This Edition* The third edition of *School and Society* includes a number of significant changes. Chief among these are the following:

- Four new primary source readings have been included in this edition to engage students in critical reading of more current professional literature. The new primary source reading for Chapter 7 provides an opportunity for students to read contemporary Native American views on education appropriate to a people trying to preserve their cultural traditions while seeking to become proficient in the ways of the dominant culture. Chapter 10, on the profession of teaching, presents material from the influential policy report by the National Commission on Teaching and America's Future. Current research on bilingual education and English as a Second Language is included in the primary source reading for Chapter 13, about meeting the challenges of diversity in contemporary schools. Finally, Chapter 14 concludes with a 1997 state-by-state assessment of the quality of education in the U.S., prepared by the editors of *Education Week*.
- New chapter sections have been written for five chapters, most of these in response to suggestions made by students and faculty who use the text. In addition to updated data and minor revisions throughout the book, the five extensive new sections introduce substantially new material. The first is an original treatment of educator Emma Willard in Chapter 5, on the education of girls and women. Next, a section on the significance of technology has been written for Chapter 9, about liberty and literacy in contemporary culture. An entirely new discussion of legal and extralegal influences on schooling has been written for Chapter 10 by educational law specialist Julius Menacker. Chapter 12, on the nature of diversity in contemporary schools, has extended the sections on Asian American and Hispanic students. Finally, Chapter 14 on school reform has a new section on such current trends as school choice, technology, and parent involvement.
- *Enhanced integration.* We have continued to strengthen the integration of the two parts of the book (historical and contemporary) in



terms of their content coverage and their chapter titles and sub-headings. Thus instructors have the option of teaching the chapters either in a conventional front-to-back sequence or as matched pairs in any sequence they wish.

*Acknowledgments* This book originated in Educational Policy Studies 201, a required undergraduate course in social foundations of education at the University of Illinois in Urbana-Champaign. The course was originally designed by Paul Violas and his graduate students in 1975 and was subsequently modified by Steve Tozer and his graduate teaching assistants from 1982 to 1990. Consequently, a great many doctoral students have contributed, over the years, to developing that course and the first two editions of this text.

We also gratefully acknowledge the important contributions to the third edition made by students and colleagues. We wish especially to thank Professors Mary Bay, Victoria Chou, Julius Menacker, Flora Rodriguez-Brown, Karen Sakash, and Connie Yowell, of the University of Illinois at Chicago; and UIC graduate students Alyson Boner and Margaret Klein.

Our most important partners in this effort have been those who wrote chapters for our first edition in their areas of expertise: James Anderson, Chapter 6; Steve Preskill, Chapter 8; Kal Alston, Chapter 10; and Robert Carson, Chapter 13. These faculty, all of whom once taught or currently are teaching at the University of Illinois at Urbana-Champaign, drafted a third of the original volume and gave it a depth of insight it would not otherwise have had. The chapters by Anderson and Preskill have remained virtually intact in this third edition, and the Alston and Carson chapters have been updated, as have all chapters in Part 2.

Steven E. Tozer  
Paul C. Violas  
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