

RYAN / COOPER

EIGHTH EDITION

THOSE WHO CAN, TEACH



THOSE WHO CAN, TEACH

EIGHTH EDITION

KEVIN RYAN

Boston University

JAMES M. COOPER

University of Virginia

HOUGHTON MIFFLIN COMPANY

Boston New York

To Ernest Boyer (1928--1995) and Albert Shanker (1928--1997), two giants whose work improved the lives of both teachers and students.

Senior sponsoring editor: Loretta Wolozin
Associate editor: Lisa Mafrici
Project editor: Julie Lane
Senior production/design coordinator: Sarah Ambrose
Senior manufacturing coordinator: Marie Barnes
Marketing manager: Pamela Laskey

Cover designer: Catherine Hawkes, based on a concept by Santiago Pol.

Part opening photos: Part One: © Paul Conklin; Part Two: © Bob Daemmrich; Part Three: © Chip Henderson/Tony Stone Images; Part Four: © Richard Hamilton Smith/Corbis; Part Five: © Bob Daemmrich

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Printed in the U.S.A.

Library of Congress Catalog Card Number: 97-72539

ISBN: 0-395-85874-7

23456789-DW-01 00 99 98

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 which 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 eighth 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 Eighth Edition

Those Who Can, Teach, Eighth 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.

We have organized the book around five themes, each theme representing one of the five parts. Part 1, "Schools," opens with an examination of the various motivations for teaching, and then looks at the dynamics of school life from many different angles to give the prospective teacher a multilayered view of schools. Part 2, "Students," 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 3, "Teachers," begins with the knowledge base about effective teaching and looks at what is taught. Part 3 also includes our brand-new chapter on the teacher and technology, since technology has become so central to both the content and process of teaching. Part 4, "Foundations," contains chapters on topics that are "foundational" to the practice of teaching: the economic and political issues underlying the control and governance of schools, the philosophy of education, the history of American education, and the ethical and legal issues facing teachers. And it is in this mix of our educational past and current issues that we have placed an important chapter on educational reform. In Part 5, "Careers," we provide timely information on salaries and employment opportunities, try to give the reader a behind-the-scenes look at what we know about the experiences of beginning teachers, and examine teaching as a profession.

Features of the Revision

Teaching, learning, and the condition of our schools have been in the headlines almost continually in the three years since our last edition. Education is big news 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 facing students and teachers.

Among the most significant changes in this edition are:

New Educational Technology Chapter An entirely new chapter has been written about the exciting field of technology and teaching (Chapter 7, entitled "What Should Teachers Know About Technology and Its Impact on Schools?") 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 high-

way, 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 the classroom who is either letting it gather dust or having to rely on students to run it. This new chapter will take someone who is computer illiterate or just uncertain and give him or her a clear, basic understanding of the technology possibilities in the classroom. In addition, individuals who are computer-comfortable and technology-savvy will find many educational resources and important sites on the World Wide Web in this chapter. As more and more instructional materials are becoming available on videotapes, CD-ROMs, and software programs, and as computer skills become more central both to learning and to the world of work, teachers must have mastery of these new developments. We believe you will find the chapter to be comprehensive, detailed, and “user friendly.”

New School Observations Bridging the gap between education theory and school practice has been an aim of our text from our first edition. However, since more and more Introductory courses have some sort of field component or built-in school observation activity, we have developed a new feature to help students better see the relationships between what is studied in the college classroom and what happens in schools. In this eighth edition, we have incorporated a school observation activity for each of the chapters—an activity that is related to the chapter topic and that will help the student make connections between the chapter content and what is going on in the field.

New “Voices from the Classroom: The Stories of Five New Teachers” Insert Again, to give the reader the richest and fullest sense of what it is like to become a teacher, we have added another feature to this edition. Five new teachers (incidentally, all former student-users of this book) give their candid views on their experiences as beginning teachers. The topics range from handling classroom management to finding support from colleagues and administrators, as well as their personal struggles with dealing with stress and learning about time management. We believe you will find their frank, warts-and-all view of teaching a valuable source for your own reflection.

Websites Congruent with the new focus on technology and the teacher, information on websites has been added to all chapters (except for Chapter 10 on the philosophy of education, where we were unable to find a suitable site). Relevant website addresses have been added to the “For Further Information” sections at the end of the chapters. We have made every effort to include stable sites, and we have screened sites to judge their quality. Given the rapidity of change in this rapidly evolving, emergent technology, we cannot guarantee constancy of sites included in this book.

Chapter Organization Based on our own experiences teaching this text, we have decided to reorder the chapters. Our basic reasoning was to make the chapter sequence conform more to the new “field experience” emphasis in so many

courses today. We wanted students to get some fresh perspectives early in the course on topics such as schools and students, since most go into the field shortly after a term begins. Therefore, we put some of the more abstract or theoretical chapters later in the book. We believe this will be a benefit to both instructors and teacher education students.

Full Color Design This edition has an entirely new, visually dynamic, four-color design. The most noticeable result is the approximately seventy color photos of teachers, students, and life in classrooms. These fine photos were specifically shot or selected to coordinate with the book's major themes. We hope the reader looks upon these pictures as a source of information and insight into the work of the teacher. These elements of the text's new design—individually and all taken together—significantly facilitate students' learning.

More Concise Chapters Over the course of the first seven editions, our chapters became longer and longer. For this edition, we used scalpels, carving knives, and, in some chapters, chain saws to shorten and tighten the book. F. Scott Fitzgerald once remarked that cutting one's prose was like murdering one's children. While the process of paring down was painful, we believe we have a better, more readable book. We hope you agree. At the same time, all the chapters have been changed and updated, some quite substantially.

Learning Aids and Special Qualities

Although much is new in the eighth 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. Besides the new "Voices from the Classroom" insert, 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, *School Observation* activities have been added to help bridge the gap between theory and practice. *Biographies* of distinguished educators and teachers, such as Socrates, John Dewey, Anne Sullivan, and Jaime Escalante, have been placed throughout the text. Further, the book is extensively illustrated with *cartoons, color 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 list of *key terms* (new to this edition), a series of *discussion questions*, and an annotated *list of suggested readings and web resources*. The book concludes with a glossary of terms and a very detailed text index.

Accompanying Teaching and Learning Resources

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

Kaleidoscope: Readings in Education, Eighth 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*.

Accompanying the text is an Instructor's Resource Manual, prepared by Leslie Swetnam of Metropolitan State College of Denver, a highly skilled teacher educator and long-time user of earlier editions of this book. The IRM contains a transition guide from the seventh edition to the eighth; model syllabi; instructor support resources including annotated lecture outlines; and student study guide materials including study guide questions and sample chapter quizzes. 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. For more information on instructional support resources for the eighth edition, please contact Houghton Mifflin.

Acknowledgments

Whenever any of us put pen to paper or fingers to the keyboard, we stand on the shoulders of others. This is certainly true of this book. We are indebted to many people. In the writing of this book, we are especially appreciative of the help given by the following individuals. Most notably, Lee McCanne contributed the new chapter on technology and the teacher, "What Should Teachers Know About Technology and Its Impact on Schools?" Additionally, we thank Larry Laufman for his invaluable contribution to the research and writing of Chapter 11; 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. 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:

Louise Baucom	University of North Carolina, Charlotte
Jeri Carroll	Wichita State University
Ron Elkind	Assumption College
Vickie Harry	Clarion University of Pennsylvania
Nora Hernandez Hendrix	Miami-Dade Community College
Kathleen Mallea	Buffalo State College
Sara McNeil	University of Houston
Jack Stewart	Columbus State University
Leslie Swetnam	Metropolitan State College of Denver

A special acknowledgment is due to Marilyn Ryan for the substantial intellectual and psychological contributions she made to the several editions of this book.

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. Lisa Mafriqi, associate editor, with the assistance of Jean Zielinski DeMayo, has been the one who has gracefully orchestrated the coming together of the many pieces of this book and *Kaleidoscope*. Julie Lane, the project editor, has deftly handled the copyediting process and all of the final stages of production. The wonderful, new color photos were researched by Ann Schroeder. Loretta Wolozin, our sponsoring editor, has been with us for seven 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. The developmental editor for this edition has been Doug Gordon, who captured the spirit of our book and has been a wonderful source of ideas. In addition, his suggestions for cutting and reorganization have been unfailingly insightful. We hope Doug is with us for many more editions.

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

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PART ONE

SCHOOLS

Because schools have been so much a part of our lives, most of us think we know what schools are like. But our understanding of schools, often derived from the perspective of being a student, is not always accurate. These first three chapters attempt to sharpen up our soft-focused image of schools and schooling.

