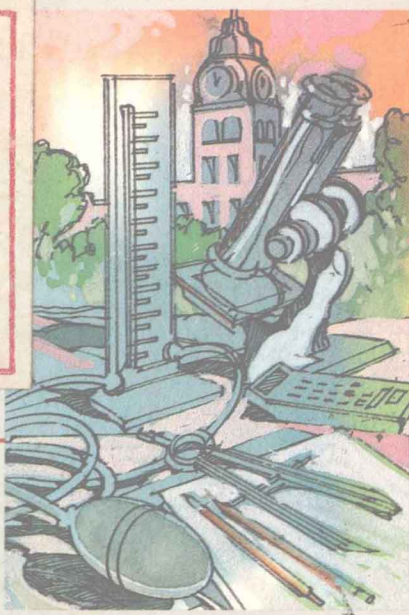
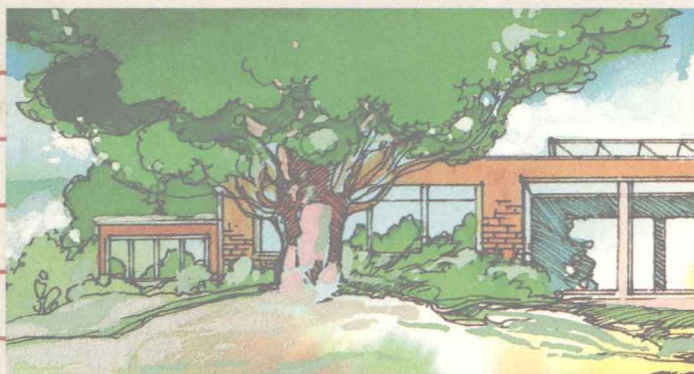


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Editor

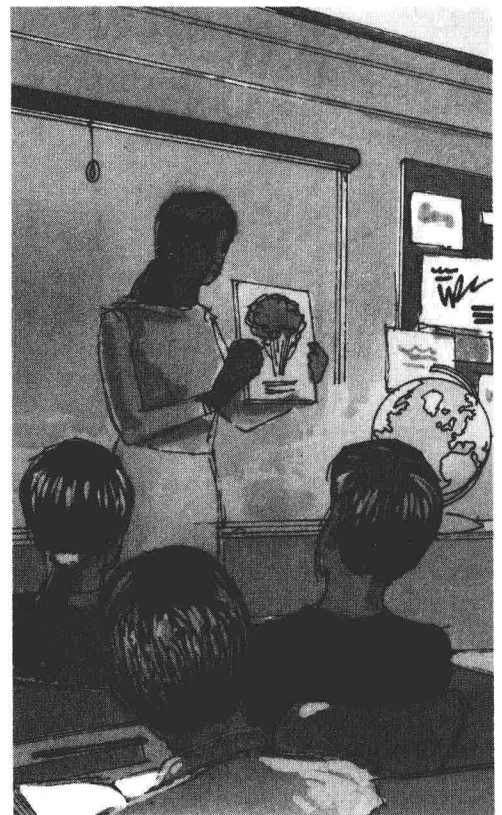
Fred Schultz
The University of Akron

Fred Schultz, professor of education at the University of Akron, attended Indiana University to earn a B.S. in social science education in 1962, an M.S. in the history and philosophy of education in 1966, and a Ph.D. in the history and philosophy of education and American studies in 1969.

His B.A. in Spanish was conferred from the University of Akron in May 1985. He is actively involved in researching the development and history of American education with a primary focus on the history of ideas and social philosophy of education. He also likes to study languages.

Cover illustration by Mike Eagle

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Members of the Advisory Board are instrumental in the final selection of articles for each edition of Annual Editions. Their review of articles for content, level, currency, and appropriateness provides critical direction to the editor and staff. We think you'll find their careful consideration well reflected in this volume.

To The Reader

In publishing ANNUAL EDITIONS we recognize the enormous role played by the magazines, newspapers, and journals of the *public press* in providing current, first-rate educational information in a broad spectrum of interest areas. Within the articles, the best scientists, practitioners, researchers, and commentators draw issues into new perspective as accepted theories and viewpoints are called into account by new events, recent discoveries change old facts, and fresh debate breaks out over important controversies.

Many of the articles resulting from this enormous editorial effort are appropriate for students, researchers, and professionals seeking accurate, current material to help bridge the gap between principles and theories and the real world. These articles, however, become more useful for study when those of lasting value are carefully collected, organized, indexed, and reproduced in a low-cost format, which provides easy and permanent access when the material is needed. That is the role played by *Annual Editions*.

Under the direction of each volume's *Editor*, who is an expert in the subject area, and with the guidance of an *Advisory Board*, we seek each year to provide in each ANNUAL EDITION a current, well-balanced, carefully selected collection of the best of the public press for your study and enjoyment. We think you'll find this volume useful, and we hope you'll take a moment to let us know what you think.

There are competing "reform" agendas before us in the field of education. The early 1990s are years of continuing talk of change and reform in the qualitative dimensions of education. Proposals for greater cultural literacy and more emphasis on development of social as well as technological competencies have created somewhat conflicting, competitive reform themes in the field of education. We are seeing the steady implementation of "knowledge-based" revisions of undergraduate curricula in teacher education, as well as the implementation of the more rigorous licensure and certification standards for entrance into the teaching profession which were proposed in the 1980s. The social, political, and cultural forces which spurred the educational reform proposals of the 1980s are dramatically affecting the shape of professional development in the 1990s.

What is happening with the educational reform proposals of the 1980s? A great deal is happening. There is a dynamic social process underway in the dialogue among various educational reform leaders and professional groups. There is a basic flexibility in recent propositions for educational change, and a willingness to negotiate the strategies of change. This has been reflected in recent dialogue among the Holmes Group and other educational reformers. We cannot yet say, however, whether or not the leaders of the various reform perspectives on the future direction of North American education have achieved a unified consensus on primary goals or the means for their achievement.

The calls for reform in North American education reflect a broader cultural malaise resulting from economic and political frustrations agitated by spirited international competition for the North American and all other world markets. President Bush has called his first Education Summit to spur on the rhetoric of reform, the governors of the United States issued a reform report over a year ago entitled "Time for Results," and the leaders of North American corporations are dissatisfied with the educational status quo. There are more and more pressures for change in the schools. In the United States, the technological revolution in computer sciences is leading to even more rapid development of computer-assisted instruction in schools. President Bush, as well as the private philanthropic foundations, may generate more reform reports in the next four years. President Bush is, at this writing, beginning the process of appointing another education task force, the work of which has not yet been announced as these words are written. There is a fervor in the land for change in education.

Yet some states are continuing to develop and go through with "alternative" certification programs for new teachers which bypass the respective states' programs (generally very behaviorist ones) for teacher certification. The state and provincial legislatures and the leaders of educational reform are not in possession of a working consensus yet. (More will be said about this in the unit overviews to Units 1, 3, and 9.)

In assembling this volume, we make every effort to stay in touch with movements in educational studies and with the social forces at work in the schools. Members of the advisory board contribute valuable insights, and the production and editorial staff at the Dushkin Publishing Group coordinates our efforts. Through this process we collect a wide range of articles on a variety of topics relevant to education in the United States and Canada.

The following readings explore the social and academic aims of education, the current condition of North American educational systems, the teaching profession, and the future of American education. In addition, these selections address the issues of change, the moral and ethical foundations of schooling, and the many varieties of educational experiences available to people in North America.

As always, we want you to help us improve this volume. Please rate the material in this edition on the form at the back of the book and send it to us. We care about what you think. Give us the public feedback we need.

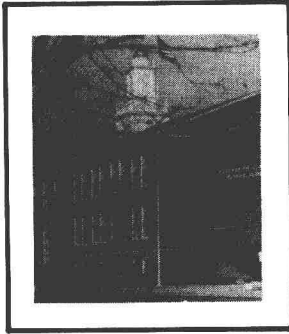


Fred Schultz
Editor

Topic Guide

This topic guide suggests how the selections in this book relate to topics of traditional concern to education students and professional educators. It can be very useful in locating articles which relate to each other for reading and research. The guide is arranged alphabetically according to topic. Articles may, of course, treat topics that do not appear in the topic guide. In turn, entries in the topic guide do not necessarily constitute a comprehensive listing of all the contents of each selection.

TOPIC AREA	TREATED AS AN ISSUE IN:	TOPIC AREA	TREATED AS AN ISSUE IN:
Academic Freedom	33. How Kids Learn	Curriculum and Instruction (cont'd)	9. Educating Children of the Homeless 10. Four-Year Education Major 11. Technology as a Liberal Art 13. Meeting the Literacy Challenge 14. Future Teachers 15. Certifying and Rewarding 16. Studying the Education 17. The New National Assessment 18. Tomorrow's Teachers 19. The Holmes Group Report 20. The School as Moral Instructor 24. Discipline Alternatives That Work 33. How Kids Learn 34. 'Appropriate' School Programs 37. Accountability and Teacher Professionalism 38. National Certification for Teachers 41. Thought-Provoking Curriculum
Accountability and Teaching	14. Future Teachers 15. Certifying and Rewarding 16. Studying the Education 18. Tomorrow's Teachers 19. The Holmes Group Report 37. Accountability and Teacher Professionalism 38. National Certification for Teachers 39. Dinner at Abigail's 40. Who's Teaching Our Children?	Discipline	24. Discipline Alternatives That Work 25. Corporal Punishment and Child Abuse 26. Classroom Punishment 27. Charm School for Bullies
Alternatives in Education	1. Rethinking Education Reform 3. New Economic Vigor 5. The Dropout Dilemma 7. Miracle on 109th Street 8. Year-round School 9. Educating Children of the Homeless 10. Four-Year Education Major 11. Technology as a Liberal Art 12. Educational Vouchers 13. Meeting the Literacy Challenge 17. The New National Assessment	Drugs in Schools	36. Schoolchildren and Drugs
Business and Education	2. Need for National Leadership 13. Meeting the Literacy Challenge 14. Future Teachers	Economics of Education	2. Need for National Leadership 3. New Economic Vigor
Carnegie Reports	15. Certifying and Rewarding 19. The Holmes Group Report	Educational Policy	1. Rethinking Education Reform 2. Need for National Leadership 3. New Economic Vigor 4. America's Schools 10. Four-Year Education Major 12. Educational Vouchers 13. Meeting the Literacy Challenge 18. Tomorrow's Teachers 19. The Holmes Group Report 44. Will the Social Context?
Child Abuse	25. Corporal Punishment and Child Abuse 26. Classroom Punishment	Equality of Educational Opportunity	28. Forces of Change 29. Racism and the Education of Young Children 30. Welfare Reform 31. Road to Religious Neutrality 32. The Courts and Education 34. 'Appropriate' School Programs
Civic Education	12. Educational Vouchers 20. The School as Moral Instructor 23. Moral Education	"Excellence" in Education	13. Meeting the Literacy Challenge 14. Future Teachers 15. Certifying and Rewarding 16. Studying the Education 17. The New National Assessment 19. The Holmes Group Report 22. Bringing the 'Moral' Back In 44. Will the Social Context?
Competency and Teaching	4. America's School 7. Miracle on 109th Street 10. Four-Year Education Major 13. Meeting the Literacy Challenge 14. Future Teachers 15. Certifying and Rewarding 16. Studying the Education	Four-Year Education Major	10. Four-Year Education Major 18. Tomorrow's Teachers 19. The Holmes Group Report 44. Will the Social Context?
Computer Literacy	11. Technology as a Liberal Art 13. Meeting the Literacy Challenge 14. Future Teachers		
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Curriculum and Instruction	3. New Economic Vigor 7. Miracle on 109th Street 8. Year-round School		

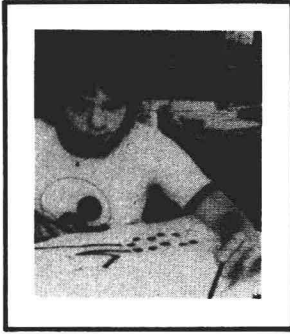


Unit 1

Perceptions of Educational Development

Six articles examine the present state of education in America. Topics include school reform, school quality, the future of teaching, and current public opinion on public schools.

To the Reader	iv
Topic Guide	2
Overview	4
1. Rethinking Education Reform in the Age of George Bush , Henry A. Giroux, <i>Phi Delta Kappan</i> , May 1989.	6
The author argues that we must approach educational reform and change from a new philosophical perspective on our unique cultural diversity and pluralism. He argues that schools have become scapegoats for national economic problems. The ethical public functions of schooling or democratic educational goals must be championed. The Bush administration must defend the democratic interests of teachers and students , and the President needs to support more substantial funding for public education.	
2. On the Need for National Leadership to Make American Education Work , Terrel H. Bell, <i>Phi Delta Kappan</i> , September 1988.	9
Terrel H. Bell issues a call to rekindle the school reform flame he believes was lit by "A Nation at Risk" and other commission reports on the state of American education . He calls for Presidential leadership in rallying public support to lead the United States toward the goal of being "a nation of learners."	
3. Must New Economic Vigor Mean Making Do With Less? Robert B. Reich, <i>NEA Today</i> , January 1989.	12
Robert B. Reich addresses the need to reassess the economic problems and challenges presented by national concerns for educational reform. The author also discusses his views as to how educational systems can contribute to servicing national economic needs ; he describes American economic development and how educational development is related to economic factors . He argues for change and improvement in the quality of educational services provided by schools.	
4. America's Schools Still Aren't Making the Grade , <i>Business Week</i> , September 19, 1988.	18
Taking off on the rhetoric of "A Nation at Risk" and Albert Shanker's statement that "the system is producing lemons," these reports survey some of the major qualitative problems facing the educational system. This is a broad overview of current major educational reform rhetoric . Alternative forms of schooling as well as traditional school systems are described.	
5. A Nation in Crisis: The Dropout Dilemma , Byron N. Kunisawa, <i>NEA Today</i> , January 1988.	22
Byron Kunisawa provides a graphic overview of the statistics on school dropout rates in the United States and on their social and economic costs. He also examines some of the major causes of the school dropout phenomenon , arguing that the American educational system is failing to meet the needs of most cultural minorities and the impoverished.	
6. The 21st Annual Gallup Poll of the Public's Attitudes Toward the Public Schools , Stanley M. Elam and Alec M. Gallup, <i>Phi Delta Kappan</i> , September 1989.	27
The Gallup organization provides interesting, valuable insights into public opinion in the United States on the public school system. This data helps to balance public and professional perspectives on these matters.	

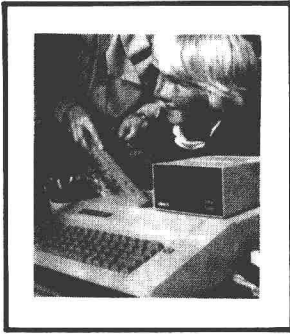


Unit 2

Continuity and Change in Education

Seven selections discuss the effects of equal opportunity, the reorganization of school programs, educating homeless children, and the challenges facing education today.

- Overview** 40
7. **Miracle on 109th Street**, John M. Hood, *Reason*, May 1989. 42
John M. Hood provides an example of how alternative magnet schools can restore parental and student confidence and teacher morale. He then discusses how public schools can create greater ranges of educational choice for parents and students. He cites, as well, some of the problems of **bureaucracy** in such programs. Parental choice and how to provide it is a major topic. He also discusses movements in other major cities to create **alternative schooling choices** for students.
8. **Year-round School**, Lisa Gitlin, *Instructor*, August 1988. 46
Charles Ballinger explores the arguments for and against **year-round schools**. Ballinger, a strong advocate of the concept, critiques the arguments of opponents in this broadside attack on the traditional structure of schooling in the United States.
9. **Educating Children of the Homeless**, E. Anne Eddowes and John R. Hranitz, *Childhood Education*, Summer 1989. 50
The authors provide an insightful overview into the problems faced by children whose parents are unable to maintain a permanent residence. The problem of homeless families is growing. This article surveys the problems **children of the homeless** encounter in school, and what teachers can do to be helpful to such children. "Homelessness is devastating to children." School administrators and teachers must be concerned for them.
10. **Should Four-Year Education Major Be Ended?** Bernard R. Gifford and Willis D. Hawley, *The Christian Science Monitor*, August 5, 1986. 54
Bernard R. Gifford and Willis D. Hawley debate the issue of extending **training time for prospective teachers**.
11. **Technology as a Liberal Art: Scenes From the Classroom**, Robert Kanigel, *Change*, March/April 1986. 56
This essay discusses some fascinating and **innovative approaches** to a major reconceptualization of what it means or what it ought to mean in our time to be a liberally educated person. Robert Kanigel offers a series of descriptions of **new teaching and course concepts** designed to integrate the humanities and the social sciences with the basic sciences and technological studies. He describes what several fine colleges are doing in this area.
12. **The Public School Lobby vs. Educational Vouchers**, Dwight R. Lee and Robert L. Sexton, *USA Today Magazine (Society for the Advancement of Education)*, September 1988. 62
This is an examination of the political economy of the debate over **educational values**. The authors identify the major sources of political, economic, and educational controversy surrounding the topic of educational vouchers. They point out the great divergence (and conflicts) of interests between and among supporters and opponents of the "voucher" concept. This relates directly to the current popular push for more "parental choice" in the educational development of children.
13. **Meeting the Literacy Challenge**, Andrew Barbour, *Electronic Learning*, January/February 1989 (Special Supplement). 66
Andrew Barbour discusses the new linkages developing between technologically oriented business leaders and the people who plan and develop school curricula. New and higher standards of technological **literacy** are called for to optimize student learning and to prepare today's students and teachers for a more **technologically knowledgeable** present and future. The goal is to produce "a nation of learners."



Unit 3

The Struggle for Excellence: The Drive for Quality and Reform

Six articles discuss the current aims for excellence in American education. Topics include teacher quality and curriculum development.

Overview

14. **Future Teachers: Are They Prepared?** Isabelle Bruder, *Electronic Learning*, January/February 1989. 70
72
This essay by Isabelle Bruder is a very interesting appraisal of where we are, and are not, in preparing young teachers to be able to use **computers** as tools in support of the instructional process. The author provides a good analysis of the problems and controversies in the struggle to gain acceptance for technological **innovations in teaching** which could better prepare young persons in teacher education to enter their chosen profession.
15. **Certifying and Rewarding Teaching Excellence: The National Board for Professional Teaching Standards**, *Carnegie Quarterly*, Spring 1989. 79
This is a summary of the **Carnegie Corporation's** efforts to support the development of national certification standards for teachers. The concerns, goals, activities, and plans of the Carnegie-funded and NEA/AFT-backed "National Board for Professional Teaching Standards" are reviewed. The full range of issues associated with the concept of national assessment standards for **certification (licensure) of teachers** is explored here from the National Board's point of view.
16. **Studying the Education of Educators: Values-Driven Inquiry**, John I. Goodlad, *Phi Delta Kappan*, October 1988. 85
John I. Goodlad provides an incisive analysis of major issues in the development of "**reform**" **within teacher education**. The rhetoric of talk about change in how we educate teachers is explored and critiqued in this article. Goodlad explores the normative, values-laden bases for the choices made in conceptualizing **effective teacher education curricula**. He argues strongly that there is a moral dimension in the development of a good, new teacher.
17. **The New National Assessment: What It Can and Cannot Do**, Daniel Koretz, *NEA Today*, January 1989. 91
Daniel Koretz explores the problems and inadequacies of current national assessment efforts to identify levels of academic achievement among secondary school students. The author argues that the new, altered **National Assessment of Educational Progress** (NAEP) will not be able to provide the specific sorts of achievement data which its developers wish. He offers good ideas for the future use and development of the NAEP.
18. **Tomorrow's Teachers: The Essential Arguments of the Holmes Group Report**, Michael W. Sedlak, *Teachers College Record*, Spring 1987. 96
As one of the authors of the Holmes Group Report, an important and controversial report on the **reform of teacher education**, Michael W. Sedlak is able to provide a clear view of its contents and purposes.
19. **The Holmes Group Report and the Professionalization of Teaching**, Walter Feinberg, *Teachers College Record*, Spring 1987. 102
Walter Feinberg, in a clear, constructive, and helpful analysis, examines the recommendations of the **Holmes Group** report. He addresses the issues involved in efforts to create a new vision of the **teaching profession**, presenting his arguments in their historical, social, and economic contexts.



Unit 4

Morality and Values in Education

Four articles examine the role of American schools in teaching morality and social values.



Unit 5

Discipline and Schooling

Four articles consider the necessity of judicious and effective discipline in the American classroom today.

- Overview** 108
20. **The School as Moral Instructor**, Philip W. Jackson, *The World & I*, March 1988. 110
Philip W. Jackson provides an insightful critical overview of the **moral and ethical dimensions of schooling**. He traces the evolution of contemporary efforts at moral education in the schools and offers critiques of them. Jackson addresses both the intentional and unintentional moral content of school curricula.
21. **The New Moral Classroom**, Eleanor Smith, *Psychology Today*, May 1989. 118
Competitive and cooperative curricular approaches to moral education in schools are briefly summarized by Eleanor Smith. The topic of **"moral education"** in the public schools is introduced here in terms of alternative views as to the best means to help students learn to be morally responsible persons.
22. **Bringing the "Moral" Back In**, Gerald Grant, *NEA Today*, January 1989. 121
Gerald Grant provides a thoughtful, perceptive overview of those basic principles and beliefs which have informed the teaching profession in the United States about **moral education**. His historical insights are, for the most part, accurate, and his assessment of how we got to where we are now on the issues of "moral education" in our schools is, overall, excellent.
23. **An Emerging Synthesis in Moral Education**, Jacques S. Benninga, *Phi Delta Kappan*, February 1988. 126
Jacques S. Benninga synthesizes some of the major viewpoints on **moral education** in the schools, citing moral theorists from Immanuel Kant to John Dewey to Lawrence Kohlberg.

- Overview** 130
24. **Discipline Alternatives That Work**, Marilyn Gootman, *The Humanist*, November/December 1988. 132
Marilyn Gootman offers constructive alternatives: effective, humane forms of classroom management. **"Discipline"** is very relevant to the ethics of teacher behavior. Gootman emphasizes a teacher's responsibility for control of his or her own behavior in the maintenance of "order" in classrooms. She suggests morally defensible methods of teacher control of student behavior, and argues that it is well worth the time required to develop fair, just classroom rules.
25. **Corporal Punishment and Child Abuse**, Dr. Frederick C. Green, *The Humanist*, November/December 1988. 135
The author provides a perceptive analysis of **corporal punishment** of school children as a form of violence and **abuse**. He argues that teachers must not engage in any violent or abusive punishments in order to "control" their classes, and that corporal punishment is abusive. He outlines a strategy for building public awareness on this issue.
26. **The Tragic Side of Classroom Punishment**, Diana Hembree, *Hippocrates*, March/April 1989. 138
Diana Hembree provides an autobiographical perspective on one student's memory of the emotional and psychological effects of severe in-school punishment. She develops an argument against harsh approaches to **"discipline"** in classrooms. This is a discussion of both psychological and educational consequences of arbitrary and harsh approaches to classroom management.



Unit 6

Equal Opportunity and American Education

Five articles discuss the current state of equality and opportunity in the American educational system. Racism, welfare reform, and the history of school desegregation are some of the topics considered.

27. **Charm School for Bullies**, Deborah Franklin, *Hippocrates*, May/June 1989. 140

This article describes the sorts of teacher-student interaction that can help teachers reduce or eliminate the problem of aggressive student behavior. Positive, affirmative methods of "**discipline**" in classrooms can be approached from the perspective that aggressive students can learn alternative strategies for dealing with their peers.

Overview

28. **Forces of Change**, John B. Kellogg, *Phi Delta Kappan*, November 1988. 142
144

The sociological and demographic changes in American population development are deftly portrayed in this excellent summary analysis of the shifting population base in North America. The economic and political pressures on schools and on the "equity" agenda for schooling are clear from John B. Kellogg's informative analysis. **Opportunity structures** in education are directly affected by the political and economic implications of the social forces affecting the general society and its schools.

29. **Racism and the Education of Young Children**, James P. Comer, *Teachers College Record*, Spring 1989. 150

This is an excellent essay on **racism** and early childhood development. It summarizes some of the major psychological and sociological findings on this subject. The roles of **teachers** and the effects of curriculum materials, as well as parenting strategies, are discussed. Some historical perspective on this issue is provided as well.

30. **Welfare Reform: Serving America's Children**, Daniel Patrick Moynihan, *Teachers College Record*, Spring 1989. 155

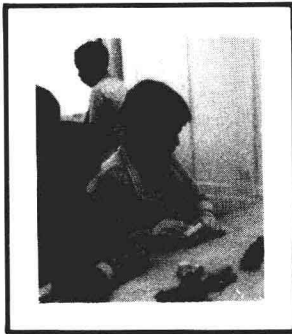
United States Senator Daniel Patrick Moynihan provides a most informative survey of the impact of state and federal **welfare policies** on the well-being of the nation's children. There is excellent documentation in his article of the need for significant reform of national welfare policy. He proposes fundamental changes in the way the nation supports families and children in need.

31. **Public Schools and the Road to Religious Neutrality**, Daniel A. Spiro, *Phi Delta Kappan*, June 1989. 158

Daniel A. Spiro traces the disagreements over the role of **religion in school curricula** to the conflicts between two groups: the separationists and the fundamentalists. He argues for a compromise between these two groups, and recommends more course work in school curricula in comparative religious studies. Currently, Spiro argues, the public schools promote the "American civil religion." The separationists and fundamentalists ought, he says, to negotiate curricular changes satisfactory to both sides.

32. **The Courts and Education**, Thomas R. Ascik, *The World & I*, March 1986. 162

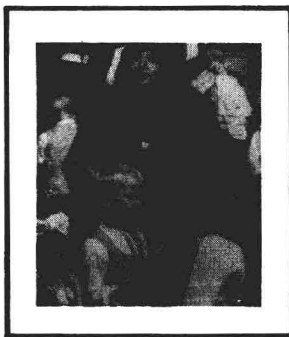
Thomas R. Ascik examines the U.S. Supreme Court's interpretations of the constitutionality of selected educational policies from 1833 to the mid-1980s. This article is a valuable contribution to the literature on **equality of opportunity**, the **rights of students**, **academic freedom for teachers**, and **church and state relations** in the field of education.



Unit 7

Serving Special Needs and Humanizing Instruction

Four selections examine some of the important aspects of special educational needs: mainstreaming, teen suicide, and drug problems.

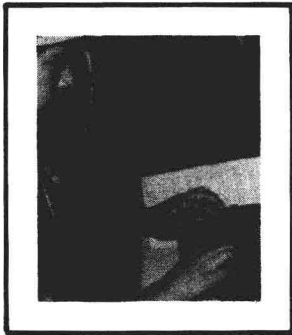


Unit 8

The Profession of Teaching Today

Five articles assess the current state of teaching in American schools. Topics include the historical background of major teaching issues, teacher education, and what makes an effective teacher.

- Overview** 170
33. **How Kids Learn**, Barbara Kantrowitz and Pat Wingert, *Newsweek*, April 17, 1989. 172
This is a popular summary of some of the knowledge base which has developed in recent years on how young children learn best. Progressive and traditional approaches in current use for teaching young children are described. **Developmental approaches to teaching** are presented in terms of what is now known concerning child development.
34. **"Appropriate" School Programs: Legal vs. Educational Approaches**, Steven Carlson, *The Exceptional Parent*, September 1985. 178
The author draws a distinction between "legally appropriate" and "educationally appropriate" learning environments for exceptional youth. He surveys the problems with **mainstreaming** youth who need **special education** programming, addresses the educational effectiveness of such programming, and suggests guidelines for special education.
35. **Understanding and Preventing Teen Suicide: An Interview With Barry Garfinkel**, Jack Frymier, *Phi Delta Kappan*, December 1988. 183
Jack Frymier provides a thorough overview of the tragedy of **teenage suicide**. Family breakdown, academic and economic pressures, the loss of or damage to family relationships, and unemployment are all factors relevant to this phenomenon. Helping adolescents develop, or rebuild, a strong sense of self-esteem is very important. There are many causes of the stress on teenagers which leads some of them into self-destructive behavior. Frymier interviews Dr. Barry Garfinkel on the topic of teen suicide.
36. **Schoolchildren and Drugs: The Fancy That Has Not Passed**, Richard A. Hawley, *Phi Delta Kappan*, May 1987. 187
Richard A. Hawley analyzes the current state of **drug use among American youth**, a problem which has a day-to-day impact on the lives of teachers and students.
- Overview** 194
37. **Accountability and Teacher Professionalism**, Linda Darling-Hammond, *American Educator*, Winter 1988. 196
Linda Darling-Hammond synthesizes the differences between bureaucratic models of **accountability** and professional-client centered ones. She clearly favors the client-based professionalization of teaching. She discusses the strengths and weaknesses of several approaches to developing a model of accountability for assessing teacher performance.
38. **National Certification for Teachers: A Dialog**, Gary Sykes, *NEA Today*, January 1989. 206
Gary Sykes summarizes the **debate now going on over issues relating to the development of national certification (licensure) standards** for teachers. There is an extensive dialog included on the arguments and counterarguments for and against national licensure and assessment measures.



Unit 9

A Look to the Future

Three articles look at the future of education in American schools. Curricula for the future, demographic changes, and educational reform are considered.

39. **Dinner at Abigail's: Nurturing Collaboration**, Madeleine R. Grumet, *NEA Today*, January 1989. 211

Madeleine R. Grumet has written an interesting example of how some groups of **teachers** have created the means to enable themselves to engage in peer consultation on curricular and other professional issues. The author also discusses the morale problems encountered by many teachers, and the need many teachers feel for collaboration with one another and for a voice in the conditions of their work.

40. **Who's Teaching Our Children?** *Time*, November 14, 1988. 216

This is a *Time* magazine report in which *Time* reporters interviewed, and reported on the **activities of teachers and students** in several schools in several cities. There are anecdotal comments by the teachers interviewed, and some anecdotal description of conditions in schools.

41. **Creating a Thought-Provoking Curriculum**, Grant Wiggins, *American Educator*, Winter 1987. 220

Grant Wiggins put together this insightful, extended essay on the varieties of pedagogical creativity. His suggestions for more reflective, **creative curriculum and instruction** should generate interest. Wiggins provides a cogent discussion of what he considers to be "essential questions" in the **instructional process**. Much of what he advocates is in harmony with the ideas of Theodore Sizer and Mortimer Adler.

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42. **Class of 2000**, Marvin J. Cetron, *The Futurist*, November/December 1988. 230

Students in schools a few years from now will face international economic conditions and a world geo-political situation which will demand **greater functional knowledge** base than most students need today. The demographic trend data reported in this article are most informative; they enable one to see the fundamental social, economic, and educational changes developing in our time.

43. **Educating Children for the Coming Century**, Edward Cornish, *The Education Digest*, October 1986. 236

Edward Cornish, founder and president of the World Future Society, reflects on **possible educational futures** for tomorrow's children. He predicts that we can expect some major shifts in the priorities of educational development in the not-too-distant future.

44. **Will the Social Context Allow a Tomorrow for Tomorrow's Teachers?** Michael W. Apple, *Teachers College Record*, Spring 1987. 238

Michael W. Apple discusses **future educational development** in North America. Responding to the Holmes Group report, he places the current controversy over the **reform of teacher education** in its social, economic, and ideological contexts.

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EDUCATION 90/91

Editor

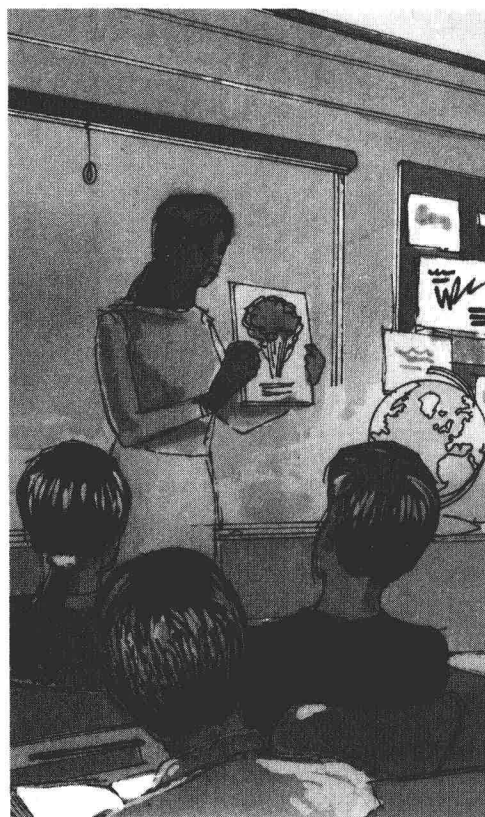
Fred Schultz
The University of Akron

Fred Schultz, professor of education at the University of Akron, attended Indiana University to earn a B.S. in social science education in 1962, an M.S. in the history and philosophy of education in 1966, and a Ph.D. in the history and philosophy of education and American studies in 1969.

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Cover illustration by Mike Eagle

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Topic Guide

This topic guide suggests how the selections in this book relate to topics of traditional concern to education students and professional educators. It can be very useful in locating articles which relate to each other for reading and research. The guide is arranged alphabetically according to topic. Articles may, of course, treat topics that do not appear in the topic guide. In turn, entries in the topic guide do not necessarily constitute a comprehensive listing of all the contents of each selection.

TOPIC AREA	TREATED AS AN ISSUE IN:	TOPIC AREA	TREATED AS AN ISSUE IN:
Academic Freedom	33. How Kids Learn	Curriculum and Instruction (cont'd)	9. Educating Children of the Homeless 10. Four-Year Education Major 11. Technology as a Liberal Art 13. Meeting the Literacy Challenge 14. Future Teachers 15. Certifying and Rewarding 16. Studying the Education 17. The New National Assessment 18. Tomorrow's Teachers 19. The Holmes Group Report 20. The School as Moral Instructor 24. Discipline Alternatives That Work 33. How Kids Learn 34. 'Appropriate' School Programs 37. Accountability and Teacher Professionalism 38. National Certification for Teachers 41. Thought-Provoking Curriculum
Accountability and Teaching	14. Future Teachers 15. Certifying and Rewarding 16. Studying the Education 18. Tomorrow's Teachers 19. The Holmes Group Report 37. Accountability and Teacher Professionalism 38. National Certification for Teachers 39. Dinner at Abigail's 40. Who's Teaching Our Children?	Discipline	24. Discipline Alternatives That Work 25. Corporal Punishment and Child Abuse 26. Classroom Punishment 27. Charm School for Bullies
Alternatives in Education	1. Rethinking Education Reform 3. New Economic Vigor 5. The Dropout Dilemma 7. Miracle on 109th Street 8. Year-round School 9. Educating Children of the Homeless 10. Four-Year Education Major 11. Technology as a Liberal Art 12. Educational Vouchers 13. Meeting the Literacy Challenge 17. The New National Assessment	Drugs in Schools	36. Schoolchildren and Drugs
Business and Education	2. Need for National Leadership 13. Meeting the Literacy Challenge 14. Future Teachers	Economics of Education	2. Need for National Leadership 3. New Economic Vigor
Carnegie Reports	15. Certifying and Rewarding 19. The Holmes Group Report	Educational Policy	1. Rethinking Education Reform 2. Need for National Leadership 3. New Economic Vigor 4. America's Schools 10. Four-Year Education Major 12. Educational Vouchers 13. Meeting the Literacy Challenge 18. Tomorrow's Teachers 19. The Holmes Group Report 44. Will the Social Context?
Child Abuse	25. Corporal Punishment and Child Abuse 26. Classroom Punishment	Equality of Educational Opportunity	28. Forces of Change 29. Racism and the Education of Young Children 30. Welfare Reform 31. Road to Religious Neutrality 32. The Courts and Education 34. 'Appropriate' School Programs
Civic Education	12. Educational Vouchers 20. The School as Moral Instructor 23. Moral Education	"Excellence" in Education	13. Meeting the Literacy Challenge 14. Future Teachers 15. Certifying and Rewarding 16. Studying the Education 17. The New National Assessment 19. The Holmes Group Report 22. Bringing the 'Moral' Back In 44. Will the Social Context?
Competency and Teaching	4. America's School 7. Miracle on 109th Street 10. Four-Year Education Major 13. Meeting the Literacy Challenge 14. Future Teachers 15. Certifying and Rewarding 16. Studying the Education	Four-Year Education Major	10. Four-Year Education Major 18. Tomorrow's Teachers 19. The Holmes Group Report 44. Will the Social Context?
Computer Literacy	11. Technology as a Liberal Art 13. Meeting the Literacy Challenge 14. Future Teachers		
Corporal Punishment	25. Corporal Punishment and Child Abuse 26. Classroom Punishment		
Creativity and Schooling	33. How Kids Learn 41. Thought-Provoking Curriculum		
Curriculum and Instruction	3. New Economic Vigor 7. Miracle on 109th Street 8. Year-round School		

TOPIC AREA	TREATED AS AN ISSUE IN:	TOPIC AREA	TREATED AS AN ISSUE IN:
Future of Schooling	42. Class of 2000 43. Educating Children for the Coming Century 44. Will the Social Context?	Profession of Teaching (cont'd)	38. National Certification for Teachers 39. Dinner at Abigail's 40. Who's Teaching Our Children? 41. Thought-Provoking Curriculum 44. Will the Social Context?
Holmes Group	18. Tomorrow's Teachers 19. The Holmes Group Report 44. Will the Social Context?	Public Opinion	4. America's Schools 6. The 21st Annual Gallup Poll
Homeless Children	9. Educating Children of the Homeless	Racism	29. Racism and the Education of Young Children
Innovations in Education	7. Miracle on 109th Street 8. Year-round School 9. Educating Children of the Homeless 10. Four-Year Education Major 11. Technology as a Liberal Art 12. Educational Vouchers 13. Meeting the Literacy Challenge	Reform in Education	1. Rethinking Education Reform 2. Need for National Leadership 7. Miracle on 109th Street 8. Year-round School 10. Four-Year Education Major 11. Technology as a Liberal Art 12. Educational Vouchers 13. Meeting the Literacy Challenge 14. Future Teachers 15. Certifying and Rewarding 16. Studying the Education 18. Tomorrow's Teachers 19. The Holmes Group Report 44. Will the Social Context?
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Legal Foundations of Education	12. Educational Vouchers 31. Road to Religious Neutrality 32. The Courts and Education	School Dropouts	5. The Dropout Dilemma
Licensure and Certification of Teachers	14. Future Teachers 15. Certifying and Rewarding 16. Studying the Education 18. Tomorrow's Teachers 19. The Holmes Group Report 38. National Certification for Teachers	Structural Changes in Educational Organizations and Policies	1. Rethinking Education Reform 2. Need for National Leadership 3. New Economic Vigor 10. Four-Year Education Major 15. Certifying and Rewarding 16. Studying the Education 17. The New National Assessment 18. Tomorrow's Teachers 19. The Holmes Group Report 44. Will the Social Context?
Literacy and Teaching	11. Technology as a Liberal Art 13. Meeting the Literacy Challenge 14. Future Teachers 15. Certifying and Rewarding	Technology and Education	11. Technology as a Liberal Art 13. Meeting the Literacy Challenge 14. Future Teachers
Mainstreaming	34. 'Appropriate' School Programs	Technology as a Liberal Art	11. Technology as a Liberal Art
Moral Education	20. The School as Moral Instructor 21. The New Moral Classroom 22. Bringing the 'Moral' Back In 23. Moral Education	Teenage Suicide	35. Teen Suicide
National Assessment of Educational Progress (NAEP)	17. The New National Assessment	Values in Education	12. Educational Vouchers 20. The School as Moral Instructor 21. The New Moral Classroom 22. Bringing the 'Moral' Back In 23. Moral Education
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Profession of Teaching	4. America's Schools 10. Four-Year Education Major 13. Meeting the Literacy Challenge 14. Future Teachers 15. Certifying and Rewarding 16. Studying the Education 18. Tomorrow's Teachers 19. The Holmes Group Report 37. Accountability and Teacher Professionalism	Year-round School	8. Year-round School

Perceptions of Educational Development

The public interest in improving the qualitative outcomes of North American educational systems has never been greater. Debate continues as to how best to achieve this end. Not since the beginnings of national efforts to commit ourselves to mass secondary and post-secondary education in the first two decades of this century has there been such widespread interest in and concern for the improvement of students' academic performance in schools. Even the period following Sputnik, from late 1957 to mid 1965, did not focus as greatly as the current public concern is focused on the achievement potentials of all students. The brief qualitative renaissance in American schooling from 1957 to 1965 focused on the academic achievement of gifted and above-average learners. The dropout problem was talked about, and much was written about it, but little was done about it in terms of policy interventions or strategies. Public perceptions of the qualitative performance of American schools today are mixed at best. The social and cultural forces which have impacted on American society in the past decade have increased, rather than allayed, public concerns regarding the American educational system. To perhaps a lesser extent, but just as importantly, all North Americans are concerned about educational issues today. Political, corporate, and philanthropic establishments are openly formalizing their agendas for educational development. The perceptions of American education in the national media are becoming increasingly negative, with greater emphasis and more special programming on the problems of North American schooling.

Economic reasons are frequently perceived by political and economic (corporate) leaders as presenting an urgent need for widespread public debate on the "state" of education on the continent. A former U.S. Secretary of Education has confidence in the commitment of the Bush administration to focus on educational change in the next few years. The President's actions on educational issues already, at this writing, suggest that the new administration will focus on educational priorities in some manner. The general public is more concerned about practical day-to-day outcomes of the public sector schools, such as job opportunities, income potential, and (most importantly) the academic competencies of secondary school graduates. Former Education Secretary Bennett has called for an "ethos of achievement" in his public remarks. The "new essentialist" platform for schooling put forward by conservative social and political groups in the 1980s is probably still the order of the day in the minds of most American critics of the educational system.

North Americans sense the present intense competition for world markets and the demands for a more literate, learning-oriented workforce. There are public calls for

curricular changes in schools which will better prepare more American youth for the complex demands of being able to become more literate and more able to work and to learn independently. The public seems to believe that the problems with American education are not additive or quantitative, but qualitative.

It must also be said that fewer academically able American young adults entering into college or university studies today wish to consider seriously the possibility of becoming teachers. Teacher education enrollments are up significantly in some universities, but still not enough to meet anticipated national demands for teachers projected for the early and mid 1990s. The public still seems to perceive the necessity of fundamental change in teacher education, and this is occurring. At least 45 states in the United States have developed improved teacher education programs, but the "alternative" certification programs referred to above are defeating (in large part) the intentions of these efforts, for reasons which will be discussed in the overview essay to Unit 3.

American business leaders perceive their ability to compete effectively with Asian and European competitors as dependent on their intervention into the efforts to improve the quality of learning in North American schools. They have established working partnerships with many public school systems to improve the academic performance of students and to assist high school students in being more ready for entrance level positions in industry. The business community and the defense establishment both perceive some level of "computer literacy" as a "new essential" for today's high school graduates.

School systems are being called on to accept the challenges which social and economic forces impose upon them. If there is any optimism in public perceptions of the "state" of schooling in North America, it is a "guarded" optimism. The public's perception of the costs and effectiveness of new school programs is vague at best, due to the fact that we are uncertain as to the long-term success of certain models for innovation that are being placed in schools. For instance, some state departments of education are imposing 9th and 12th grade exit standards which are very academically demanding, as well as "tiered diplomas" (qualitatively different exit credentials) for high school graduates. We are not sure what the overall public reactions to such innovations will be even though the competency testing has been going on in some states and provinces for some time.

There is great public uncertainty, as well, as to whether state and provincial legislators will be disposed to accept a greater role for state governments in the funding of the needed changes in the schools. People are generally convinced that it is unreasonable to expect local commu-