

Teachers, Schools, and Society

7th
E D I T I O N



Myra Pollack Sadker David Miller Sadker



TEACHERS, SCHOOLS, AND SOCIETY

SEVENTH EDITION

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TEACHERS, SCHOOLS, AND SOCIETY

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ABOUT THE AUTHORS

Myra Sadker and David Sadker

The Sadkers have taught at the elementary, secondary, and college levels, and have been professors at American University (Washington, DC) for more than two decades. Myra Sadker served as Dean of the School of Education for eight years, and wrote one of the first books describing gender bias in America's schools in 1973. Working together, the Sadkers became leading advocates for equal educational opportunities and gained a national reputation for their work in confronting gender bias and sexual harassment. They co-authored six books and more than seventy-five articles in journals such as *Phi Delta Kappan*, *Harvard Educational Review*, *The Journal of Teacher Education*, and *Psychology Today*. They directed more than a dozen federal education grants. The Sadkers' work has been reported in hundreds of newspapers and magazines including *USA Today*, *USA Weekend*, *Parade Magazine*, *Business Week*, *The Washington Post*, *The London Times*, *The New York Times*, *Time*, and *Newsweek*. They appeared on local and national television and radio shows such as "The Today Show," "Good Morning America," "The Oprah Winfrey Show," "Phil Donahue's The Human Animal," National Public Radio's "All Things Considered," and twice on "Dateline: NBC" with Jane Pauley. The Sadkers received the American Educational Research Association's award for the best review of research published in the United States in 1991, their professional service award in 1995, the Eleanor Roosevelt Award from The American Association of University Women in 1995, and the Gender Architect Award from the American Association of Colleges of Teacher Education in 2001. The Sadkers' book, *Failing at Fairness: How Our Schools Cheat Girls*, was published by Touchstone Press in 1995.

Myra Sadker died while undergoing treatment for breast cancer in 1995. Myra was always committed to creating an introductory textbook that would be both interesting and informative to students while communicating her love for teaching. That was the motivation behind *Teachers, Schools, and Society* and that is why she remains first author. In her name, Myra Sadker Advocates was established to continue her efforts and create more equitable and effective schools. You are invited to learn more about Myra's contributions and the work of Myra Sadker Advocates by visiting her website:

www.sadker.org



PREFACE

When we were in school, textbooks were generally informative, but uninteresting. We want this text to be both informative and fun, and we worked hard to accomplish this goal. We wrote this book to share with you the excitement we feel about teaching.

Teachers, Schools, and Society is designed for introductory courses in teacher education variously labeled Introduction to Education; Introduction to Teaching, Schools, and Society; or Foundations of Education. Whatever the label, the primary intent of such a course is to provide a sufficiently broad yet detailed exposure to the realities of teaching. The text should help you answer those all-important questions: Do I want to become a teacher? What do I need to become the best teacher possible? What should a professional in the field of education know? To help you answer these questions, we offer a panoramic (and we hope) stimulating view of education.

An Interactive Text

Each edition of *Teachers, Schools, and Society* has broken new ground by creating new features, introducing new topics, and adding new supplements. This edition continues this rich tradition by creating an even more interactive book for students. The chapters—always lauded for their student-friendly readability—have been revised to encourage more engagement and reflection. Reflection questions accompany all figures and tables, as well as many of the boxed features. The Online Learning Center and the new Sadker.com Website (both accessible at www.mhhe.com/sadker7e) are true extensions of the text. Throughout the text, you are directed to the sites to complete interactive activities or polls, respond to questions, and to access the online student study guide. See page xix for a tour of the text's features.

Content Coverage

We elected to view the field from several vantage points. In Part I, you will see the world of teachers and students from a new perspective—the teacher's

side of the desk. In Part II, your field of vision will be widened so you can examine the structure, culture, and curriculum of that complex place called school. Part III then examines the broad forces (historical, philosophical, legal, and financial) that shape the foundations of our educational system. In Part IV, you will have a chance to examine, debate, and speculate about issues and trends, and explore many of the questions students typically bring to this course, often practical and personal questions. Following each of the four parts are *RAPs*. The *RAPs* offer you the opportunity to develop crucial skills related to the teaching profession and to start your teaching portfolio. The Appendixes contain information about teacher licensing, including relevant addresses, and teacher competency exams.

Style of Presentation

The trouble with panoramic views is that the observer is often at such a distance from what is being viewed that all richness of detail is lost. Vague outlines devoid of human interaction dominate many survey type texts. We worked hard to personalize this book. At various points throughout the text we replace our wide-angle lens with a more intimate view that captures the human drama as well. For example, in many chapters, we introduce traditionally dry, abstract topics with illustrative scenarios that help personalize and dramatize the topic at hand. The *In the News* feature offers insightful, humorous, and poignant educational news items taken from newspapers, the Internet, and the popular press. *Class Acts* offer personal insights into teaching and schooling. Several “pop” quizzes probe your prior knowledge and beliefs and introduce, even personalize, governance, law, and philosophy. The *Photo-synthesis* feature offers dramatic visual contrasts of pressing educational concerns, while *You Be the Judge* invites you to evaluate different perspectives on relevant educational issues. We hope that these stylistic elements, along with a writing style that is deliberately informal rather than academic, will add spice and human interest to the text.

Reflective Activities and Your Portfolio (RAP)

The *RAP* feature, formerly *Inter-missions*, includes part-ending activities designed to help you reflect on teaching, build a portfolio, and enhance understanding of the concepts in this text. To make these more practical, the *RAPs* are based on the INTASC standards.

New in the Seventh Edition

This edition of *Teachers, Schools, and Society* is designed to improve an already comprehensive text. The entire text was updated and revised to provide the most current coverage possible. Major revision was done in the following areas.

Standards, Testing and No Child Left Behind

The authors take a critical look at the current emphasis on standardized tests as embodied in the *No Child Left Behind* legislation. While the text summarizes the arguments both for and against the standards and testing movement, the authors provide their insights as to why they believe the current testing craze is damaging. They argue that such tests not only create a negative school environment for students and teachers, but fail to measure many important educational goals. The authors argue for more meaningful learning, more diverse assessments, and a more positive school climate.

Other Expanded Topics

Topics receiving increased attention in this edition include finance, the growing influence of business in schools, technology, bullying, and giftedness. The finance chapter now explores why so many Americans do not believe that educational dollars make a difference, as well as the legal arguments around equalizing financial expenditures among schools. The curriculum chapter has been updated to reflect current tension points in various subject areas, and an alternative curriculum is offered as an example of more meaningful learning. The technology chapter has also been updated to reflect continuing changes in that arena.

Multicultural Focus

Multicultural and gender issues have always been a major thread of this text, and continue to be a major theme in this edition. Student diversity, which may be the single most critical issue facing our schools in the decades ahead, is a powerful focus, as is the educational history of many ethnic and racial groups. The text also provides several popular theories explaining group differences in academic performance, as well as some practical strategies for nonracist, nonsexist teaching.

Reflective Activities and Your Portfolio (RAP)

Reflective Activities and Your Portfolio (RAP) has replaced the *Inter-missions* feature of previous editions. *RAP* activities can now more easily be used as part of a student's portfolio, and are intended to help students personally connect not only with the text content, but also with the INTASC standards. The *RAPs* give students a chance to tie educational issues to their own experiences. *RAPs* are intended to help students decide if teaching is right for them. Each *RAP* activity contains a purpose, activity, artifact, and reflection.

Expanded Supplements Program

The seventh edition provides several new resources for the instructor and the student. For the instructor, the *Teacher, Schools, and Society Video Companion* has been expanded to include new segments and to integrate appropriate clips from the *Only a Teacher* video series. For the student, a new *Resources for Exploring Education* CD-ROM includes articles, case studies and media observations related to the text. Additionally, a new Web resource, the *Sadker.com Website* (accessible from www.mhhe.com/sadker7e), provides students a home base to explore the discipline of education. Finally, access to *FolioLive*, the McGraw-Hill online electronic portfolio-building tool, is available with the text.*

*Ask your local sales representative about how this program can be packaged for free or at a discount with the text.

Text Features

- **What Do You Think?** links students to the Online Learning Center where they take a quick survey or self-inventory. Responses are submitted to a national poll so students can immediately (and confidentially) see where they stand in comparison with their colleagues.
- **Interactive Activities** link the student to the Online Learning Center to do a content-related activity.
- **You Be the Judge** invites students to reflect and consider conflicting points of view of current educational controversies.
- **Profile in Education** offers brief biographies of leading educators who have made, and continue to make, a difference in the lives of children.
- **Reflection** questions are included throughout the text to engage readers in educational issues and ideas. This is one example of the interactive nature of this edition.
- **Frame of Reference** provides research updates, personal anecdotes, critical statistics, and practical advice for new teachers.
- **Chapter Summaries** are organized around focus questions.
- **Chapter Review** points readers to the study tools available on the Online Learning Center.
- **Current News from PowerWeb** lists the topics that the articles and current news feeds relate to on the Online Learning Center.
- **Extended Learning** lists the resources—articles, case studies and media observations—located on the *Resources for Exploring Education* CD-ROM.
- **Key Terms and People** have references to relevant text pages.
- **Reel to Real Teaching**, included at the end of each chapter, describes relevant films and videotapes, and offers strategies for incorporating these media to highlight chapter ideas and concepts.
- **For Further Reading** provides selected annotated bibliographies after each chapter.

A full listing of the text's features is located on pages xix–xxvi.

Acknowledgments

In March 1995, Myra died undergoing treatment for breast cancer. She worked on this textbook even while undergoing chemotherapy and she was always the major force behind providing a student-friendly introduction to teaching. She will always be the primary author of this book.

Karen Zittleman is a new and wonderfully talented recruit to both the sixth and seventh editions. She is insightful and wise beyond her years. She had the major responsibility for updating the law chapter, wrote the initial drafts of the vast majority of *Profiles in Education*, found and included the Web links, constructed the annotated bibliographies included in the *For Further Reading* sections, and read through all my first drafts with care and insight. Her editorial comments have made this a stronger book. Whenever a difficult question or a puzzling organizational problem arose, Karen's insight and logic could be relied on to see us through. But it was not *all* work! The best fun was going to the movies and video store together so we could view and evaluate Hollywood's best efforts and select which to include in the *Reel to Real* feature. When we selected the ones we liked best, it was Karen who wrote the *Reel to Real* features. I am indebted to her, and consider her not only a terrific doctoral student and talented writer, but a friend and colleague as well.

Phyllis Lerner and Dan Otter worked on the four *Reflective Activities and Your Portfolio (RAP)* sections in this text. Their decades of practical school experience are reflected on those pages. Karen, Phyllis, Chris Cozadd, and Dan also contributed ideas and test questions for the Annotated Instructor's Edition and the Instructor's Manual. Jackie Sadker, one of two extraordinary daughters, reviewed the legal arguments discussed in the *Financing and Governing America's Schools* chapter. In previous editions of this book, she has worked on the curriculum chapter, helped with the editing, and indexed the book. Previous editions were improved by many students and colleagues, who are often in my thoughts. Thanks are extended to Chris Cozadd, Jane Lonnquist, Daniel Spiro, Lynette Long, Elizabeth Ihle, Nancy Gorenberg, Elsie Lindemuth, Jen Engle, Mary Donald, June Winter, Kirstin Hill, Kate Volker, Ward Davis, Pat Silverthorn, Julia Master-son, Amy Monaghan, Shirley Pollack, and Kathryn McNerney.

Our developmental editor, Cara Harvey, was a constant source of ideas and encouragement, a partner and friend in shaping and revising this text, and a great source of suggestions of just what books we should be reading for enjoyment (if we weren't writing this one). Her energy and abilities made this venture much sweeter. She also whipped the manuscript (and us) into shape. Beth Kaufman, editor on previous editions, demonstrated her commitment to us and to this edition by her continued involvement and support. Her talent and efforts have strengthened the videotape that accompanies this text, and her friendship is much appreciated. Jane Karpacz, our publisher at McGraw-Hill, was a lion in reshaping this book and gave us all the support we needed to make it a success. I am nominating her for the Publishing Hall of Fame. Wow, were we lucky!

Our thanks to Susan Trentacosti, our project manager, for transforming manuscript into book in record-breaking fashion. We also want to thank the following reviewers of *Teachers, Schools, and Society* for generously sharing with us their experiences in teaching the book:

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Finally, I would like to thank my daughters, Robin and Jackie, for their tolerance, insight, and love. When they were in elementary school (during the first edition of this book), they endured the piles of paper, research notes, and drafts that made our house literally a version of the paper chase. At the time of this seventh edition, Jackie is an attorney and Robin, now Dr. Sadker, is practicing internal medicine. The editions that preceded this one all benefited from their ideas and critiques and their growing pains. They are the two most special people in my life, and Myra and I continue to dedicate this book to them.

David M. Sadker

A GUIDED TOUR OF YOUR INTERACTIVE TEXT

If you think that *Teachers, Schools, and Society* was written to introduce you to the world of teaching, you are only half right. This book also reflects our excitement about a life in the classroom and is intended to spark your own fascination about working with children. The basic premise for this text has not changed through all the previous editions: write a book students want to read, not have to read. While we continue to work hard to provide you with information that is both current and concise, we work even harder to create an engaging book—one that will give you a sense of the wonderful possibilities found in a career in the classroom.

To help you determine if teaching is right for you, and to learn more about education in general, you will find Reflection questions throughout the text. These questions will put you right into the center of these issues, a personal connection that encourages your thoughtful deliberation. While the text has been designed to engage you, we also devised an absorbing “electronic-option,” the website resources. The text’s Web resources are accessible through www.mhhe.com/sadker7e. Here you can choose to go into the Online Learning Center that houses the student study guide, study resources and PowerWeb or into the Sadker.com Website that includes additional Class Acts, surveys, links to educational resources and other materials that will help you explore the world of Education. Throughout the text you will see links to the activities

and study resources found on the Online Learning Center and Sadker.com Website. Each link includes a brief explanation of what you will find online. Now it is time for your first reflection question: How can you discover this wonder trove of electronic treasures? Easy. We have blue “hot link” type whenever there is a website connection. Visit us in our cyber-classroom at www.mhhe.com/sadker7e.

To help you discover and use all of these new interactive opportunities, we have created a key of useful icons. Look for the following as you read this book:

REFLECTION: How
you believe that p

highlights reflection questions.



indicates that you should go to the Online Learning Center for more information or to do an activity.



indicates that you should go to the Sadker.com Website to access material.

Now, join us for a tour of the special features of the text.

Class Acts

Each of the four part openers includes a *Class Act*—a story from a current or future teacher about their involvement in education. You can find additional Class Acts on the Sadker.com Website submitted by your classmates nationwide. Have you had a teacher who made a difference in your life? We want to hear about that teacher, and perhaps include your story in the next edition of the text. Please submit your own story!

CLASS ACT

At this time of year, graduates may feel a little lost. We have been students for 50 long, and now suddenly things are changing. At such time of transition, we need a larger purpose to guide us—why have we chosen these careers as educators? It certainly wasn't for the money! I would like to share some words that I have turned to for a sense of purpose.

Over thirty years ago, W.E.B. DuBois, the great African American writer and activist, said from his death bed: "One thing alone I charge you: As you live, believe in life! Always human beings will live and progress to greater, broader, and fuller life. The only possible death is to lose belief in this truth..."

Despite all the injustice he experienced, DuBois died believing that the future will be ever brighter. In our line of work, it is not always easy to believe in progress. Apparently, DuBois never tried to get licensed at the New York City Board of Ed. I have had many discussions with other students, wondering how to tackle problems such as glaring educational inequality based on race and class, negative or indifferent attitudes toward bilingual and special education, international disparities in the quality of education, and a general lack of respect in this country for the work that we do. What impact can I have as

one individual educator? True, one person alone cannot change society. But each of us does have the power to change other people, and collectively we are an impressive force. For example, think of a teacher or family member who has passed on a legacy to you.

I am imagining two people up here with me: my mother's mother and my father's father. My grandmother, Mercy Odaro, was a West African woman who touched hundreds as a teacher and headmistress of an elementary school. It's a testament to her life's work that, although she died six years ago, I am still called "Teacher Mercy's granddaughter" when I go back to Ghana. To me, she has passed on a flair for celebration and an unshakable belief in her students, and I will pass these on to my own students.

My American grandfather, William Steel, 83 years old, is a retired teacher, but STILL tutoring daily at his local school. His legacy is so strong that on his eightieth birthday he got letters from people he taught over fifty years ago, acknowledging his influence on them. To me, he has passed on a fantastic curiosity about the world and a playful sense of humor, and I will pass these on when I teach.

Imagine now that all the people we will reach ARE crowded in this



room today—hundreds, thousands of them. In each of these people there is a piece of one of us, continuing the legacy of those who came before. Look around. Can you see the ocean of possibility flowing from us here today? Together, how can we NOT create DuBois' vision of greater, broader, and fuller life? Let me tell you, we are powerful! We are educators.

Molana Steel
Teachers College Graduation Speech
Columbia University

Read more Class Acts at Sadker.com

www.mhhe.com/sadker7e

Chapter Opener

The chapter opener page includes Focus Questions and a Chapter Preview to prime you for the content that will follow. At the end of the chapter, the summary will be framed by these very same focus questions. The page also includes an online *What Do You Think?* activity. One such activity might be a quiz that captures your opinion on some of the topics you will soon read about. Answer the questions and then, via the Internet, find out how your peers responded. It's an opportunity to participate in our national survey system and is only one of the activities that you will find on the Online Learning Center.

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CHAPTER

The Struggle for Educational Opportunity

FOCUS QUESTIONS

1. How do deficit, expectation, and cultural difference theory explain disparate academic performance among various racial, ethnic, and cultural groups?
2. What major developments have marked the educational history of Native Americans, Hispanics, African Americans, Asian Americans/Pacific Islanders, and Arab Americans?
3. What educational barriers and breakthroughs have girls and women experienced?
4. What classroom strategies are appropriate for teaching culturally diverse learners?
5. What impact do changing family patterns and economic issues have on children and schools?
6. How can educators respond to social issues that place children at risk?



What Do You Think? Estimate the social, racial, and ethnic backgrounds of today's students.

CHAPTER PREVIEW

Have you ever felt the cold slap of rejection because of race, religion, color, sex, language, national origin, social class, sexual orientation, or physical or learning disability? Have you ever denied a family history that included divorce, suicide, or abuse? Frequently, the dominant culture has little tolerance for those who are in any way "different." As most of us know from personal experience, when you happen to be the one who is outside—the one who is deprived even briefly of the privileges and status of the inside group—the feeling of being labeled "less worthy" can be more than painful.

Ideally, education should be for all children. In reality, education has repeatedly labeled, tracked, and excluded students who are in any way different. These children have met prejudicial treatment early, right at the schoolhouse

door. This chapter will review the major developments that have tried to open the school door and have brought these once excluded learners into the educational mainstream.

Intersecting with racism and sexism, considerable economic and social problems engulf our children and our schools. The recent past has not been kind to children, who now make up the poorest segment of society. Their survival and educational achievements are threatened by poverty, changing family patterns, substance abuse, depression, and even suicide. We will identify strategies that help keep the school door open for these troubled students as well.

Student diversity continues to increase dramatically. Teachers, schools, and society must respond, so that both equity and excellence can be achieved and maintained.

YOU BE THE JUDGE FOR-PROFIT SCHOOLS

Are a Good Idea Because . . .

COMPETITION LEADS TO BETTER SCHOOLS

For-profit schools will break down the public school monopoly by creating competition and choice. As schools compete, parents (particularly poor parents) will finally have a choice, and not be forced to place their children in the neighborhood school. Just like in business, the weak schools will lose students and declare "bankruptcy." The stronger schools will survive and prosper.

SCHOOLS WILL BE ABLE TO REWARD GOOD TEACHERS, AND REMOVE WEAK ONES

The current public school bureaucracy protects too many incompetent teachers through the tenure system, and does not recognize teaching excellence. Using sound business practices, for-profit schools will reward superior teachers through profit-sharing incentives, retain competent teachers, and terminate ineffective teachers.

BUSINESS EFFICIENCY WILL IMPROVE SCHOOL PERFORMANCE

Education needs the skills and know-how of the business community. For-profit schools will implement the most effective educational strategies in a business culture. The top-heavy management of today's schools will be replaced by only a handful of administrators, and teachers will be driven to greater productivity through the profit incentives.

FOCUSED PROGRAMS AND INVESTOR OVERSIGHT LEAD TO ACADEMIC SUCCESS

For-profit schools will do a better educational job because they provide a focused and proven instructional plan. These schools avoid the public school pitfall of trying to offer "something-for-everyone." And if they falter and profits disappear, investor pressure will put them back on track.

Are a Bad Idea Because . . .

COMPETITION LEADS TO WEAKER SCHOOLS

Transplanting businesslike competition into the education arena would be a disaster. Competition is not all that business brings: false advertising, "special" promotions, a "feel-good" education—all the hucksterism of the marketplace to mislead students and their parents. Worse yet, the local public school, which holds a community together, will be lost.

TEACHERS WILL LOSE THEIR INFLUENCE AND ACADEMIC FREEDOM

Teachers who speak out against the company, or teach a controversial or politically sensitive topic, will have a brief career. The business community is quite vocal about teachers sharing in the profits, but strangely silent about what will happen during economic hard times.

PROFITS AND EDUCATION DO NOT MIX

For-profit schools are exactly that, "for profit," and when the interests of children and investors clash, investor interests will prevail. If investors demand better returns, if the stock market drops, if the economy enters hard times, the corporate executives will sacrifice educational resources. After all, while students enjoy little leverage, stockholders can fire business executives.

FOCUSED PROGRAMS MEANS KEEPING SOME STUDENTS OUT

Their one-size-fits-all approach practiced by these schools might be good for efficiency, but it is bad for students. The more challenging students, those with special needs, non-native speakers of English, or those who need special counseling, will be left to the underfunded public schools to educate.



YOU BE THE JUDGE

Do you believe that business and schools are a good or a bad match? Explain. Do you believe that profits can be

made in schooling the nation's children? As a teacher, would you want to work for a for-profit school?

Many of these schools are doing a woefully inadequate job. Little wonder that many urban parents support choice plans, and would view a new charter school as an oasis in an educational desert.¹⁶ But we need to look more carefully, for the charter oasis may turn out to be little more than an educational mirage.

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You Be the Judge

You Be the Judge gives two sides of an argument so you can consider different points of view, and not just ours. Then we ask you to be the judge (law school not required), by responding to the reflection questions following the arguments. You can also do this on the [Online Learning Center](#) and either e-mail your response to your instructor, or save your response for your portfolio.

Profile in Education

Teaching is all about people—it's a very human connection. The people we profile are teachers, teacher educators, social activists working for children, and educational researchers. Each was chosen for an important contribution to education. And to follow up the text descriptions, you can visit the [Sadker.com Website](#) to find out more about the profiled educator.

PROFILE IN EDUCATION

Lisa Deloit



Teaching is a Deloit family tradition. As a child in Baton Rouge, Louisiana, Lisa Deloit played school as soon as she learned something new, eager to share her latest idea or fact with friends. Lisa didn't have to look far to find educational role models: her mother was a high school teacher; her father was a restaurant owner who donated meals to local elementary schools for children who couldn't afford lunch. So it was no surprise to Deloit's surprise that her family discouraged her from pursuing a teaching career. Impressed with her academic talent, they wanted her to forge new opportunities for young black women, opportunities beyond "just being a teacher." But Lisa Deloit felt a calling to enrich the lives of students, especially those of color.

Deloit is an ardent supporter of public schools, where she believes an appreciation of diversity should be commonplace. But it is not. Too often American education fails to include, or even see, the vision of those outside the white mainstream culture. Even in the most diverse classrooms, Deloit often witnesses a prevailing tunnel vision—the richness of a multicultural lens obscured by calls for uniform standards based on traditional Eurocentric ideas. The perspectives and needs of students of color are sidelined. Deloit shares her insight:

I have come to understand that power plays a critical role in our society and in our educational system. The wielders of that power with privileged positions are

taken as the only reality . . . It is others who determine how students of color should act, how they are to be judged. When one "we" gets to determine the standards for all "we's," then some "we's" are in trouble!

Deloit has felt this cultural tension in her own language arts classrooms. In her teacher training, she embraced the ideas that open, progressive classrooms are the most humanizing environments, that children should be in control of their own learning, and that students will learn to read and write when they are ready. Determined to use all she had learned to benefit children of color, she accepted a teaching position in inner-city Philadelphia. She put her whole-language teaching approach into action. Little attention was given to basic writing skills, like grammar, punctuation, and paragraph structure. Students instead learned to write in meaningful contexts related to their lives and culture.

Deloit knew her students were fluent. In their stories, in jump rope chants on the playground, and in their classroom discussions, she heard their verbal creativity. But they were failing academically. Fluent in a language often met with silence in schools. "Whether it is known as Ebonic, jive, or street talk, it is the language spoken by many of our African American children. It is the language through which they first encountered love, nurturance and joy and one that does not lead to success in schools or society."

Lisa Deloit was in a quandary. While she believed in a whole-language approach that embraced diversity, her students were struggling, unable to grasp the language skills they needed, the keys to the language of the mainstream culture. She believes that mainstream ways

of speaking and writing represent a language of power that all students need to master for success in the larger society. Like a captain who realized that she was sailing in the wrong direction, she charted a new instructional voyage, one that used more traditional methodology. Students diagrammed sentences, learned grammar rules, and memorized verbs. And their performance improved.

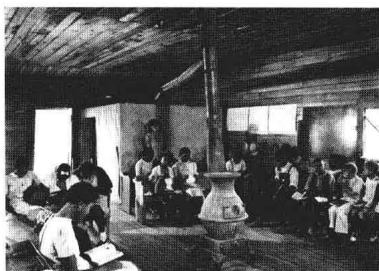
But Deloit's traditional approach does not suffer from cultural amnesia. In *Other People's Children*, she shares a vision of classrooms where teachers let the voices of all students come alive and transform the traditional canon to include the knowledge of our multicultural world. For Lisa Deloit, basic skills turn students to hear how the language of their culture shapes their thinking, to understand the social realities of their lives, and to become intelligent caretakers of the future. It is a language arts curriculum for all students, including "other people's children."

REFLECTION: What images does the phrase "other people's children" evoke in your mind? What is the opposite of "otherness"? How has the school curriculum, both formal and hidden, shaped your definitions? How would you define Deloit's phrase "the language of power"? Other than language arts, choose a content area discussed in this chapter. What is its language of power?

[www.mhhe.com/sadker](#)
To learn more about Lisa Deloit, click on [Profile in Education](#)

PHOTO-SYNTHESIS The More Things Change, the More They Stay the Same

During much of the twentieth century, African American students attended legally segregated schools. Today, while legal segregation has ended, segregation has not. Examine these two photos and suggest similarities and differences between segregation then and now. During the past hundred years, what other ethnic or racial groups might be photographed in much the same way?



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Photo-synthesis

Most of us enjoy “seeing” theoretical concepts come to life. In fact, some people are more visual than verbal and greatly benefit from photographs and illustrations. That’s why we developed *Photo-synthesis*—photo collages that encourage analysis. And if you need a thoughtful boost, one or more questions help you focus your inquiry.

op advertisement. ShopRite agreed to pay

figure that only
costs. Naming
ShopRite Gym
of actual con-

IN THE NEWS

Commercializing Schools: A Hidden Curriculum

The Center for Commercial-Free Public Education is concerned about marketing products to captive student audiences. Here are some examples of their concern:

- Exxon teaches children that the Valdez oil spill was an example of environmental protection.
- In Colorado, Burger King and 7-Up advertise on school buses.
- A Texas school roof is painted with a Dr. Pepper logo to capture the attention of passengers flying overhead.
- McDonald's teaches about deforestation, but fails to include the negative impact of cattle ranching on the rain forest.
- Clairol distributes free shampoo to students leaving school, along with a survey asking if they had a bad hair day.
- To teach the “practical applications” of algebra, Glencoe/McGraw-Hill publishers will be using articles and graphics from *USA Today* in their leading high school mathematics textbooks. Part of the agreement is that the books prominently display the *USA Today* logo.

SOURCE: *Educational Leadership*, October 1998; *San Francisco Chronicle*, June 6, 2001; *Education Week*, May 1, 2002.



What's new in education? Click on News Feeds.

d commercials
business values
by Weyerhaeuser
in their “com-
group Pacific
brochures ex-
vironmentally
curriculum?

FRAME OF REFERENCE Bilingual Amnesia

“My grandparents picked up English like everyone else back then, in school, where children learned their lessons in English, not in Spanish or Vietnamese.”

“If people want to remain immersed in their old culture and old language, they should stay in their old country.”

“Bilingual education has given us illiterate youngsters who can do little more than work at Taco Bell.”

Sound familiar? After all, many of our ancestors came to America with few resources or funds, but they were able to learn English, pick up American ways, get through

• *School performance for immigrants in English immersion programs was horrible.* From 1880 through the 1930s, immigrants were far more likely to drop out of school than to graduate, and they dropped at much higher percentages than today's students.

• *Non-English-speaking students in New York City early in the twentieth century were 60 percent as likely as English speakers to be labeled “hard,”* including more than a third of the Italian students.

Frame of Reference

These boxes take a closer look at important topics. They provide research updates, further information about an issue, or even suggestions for classroom use.

Interactive Activities

Interactive Activities are listed in the margin and can be found on the [Online Learning Center](#) under the corresponding chapter. The activities are designed to allow you to apply what you are learning in an interactive environment.

In the News

Throughout the chapters you will find brief summaries of education-related news items. We selected these items because we found them funny, poignant, or particularly relevant to the chapter content. The *In the News* items also provide a sense of currency to the issues and topics discussed in the text. The feature will point you to the PowerWeb resources located on the [Online Learning Center](#). PowerWeb includes articles and a current newsfeed to keep you abreast of what is going on in Education today.


what is needed to transform a strong teacher unique in this. When a group of Olympians takes to become a champion, none of the champions. On the contrary, the athletes coach. Accomplished musicians attribute practice, as do master chess players. So too, mastery is critical in effective teaching, research, and the art and science of teaching, especially for teachers with superior subject knowledge. Both knowledge of the subject and instructional skills are less talented, hard lives on despite very mixed evidence.



INTERACTIVE ACTIVITY

What Should Teachers Learn?

Create your own teacher education curriculum based on what you think teachers need to know.




CHAPTER REVIEW

Go to the Online Learning Center to take a chapter self-quiz, practice with key terms, and review concepts from the chapter.

SUMMARY


1. What forces shape the school curriculum?
Publishers, teachers, students, parents, administrators, the federal, state, and local governments, colleges and universities, national tests, education commissions and committees, professional organizations, and special interest groups all influence the curriculum. In recent years, standards and statewide testing have been dictating much of what is taught in school.
2. What are the provisions and criticisms of *No Child Left Behind*?
One of the most far-reaching federal education plans, *No Child Left Behind*, includes annual testing in reading and math in grades 3–8. Schools must report all student scores as well as the subscores of certain groups based on poverty, race, ethnicity, disability, and limited English proficiency. Underperforming schools must make adequate yearly progress—or they can be closed. All teachers hired by 2005–06 must be “highly qualified,” licensed with an academic major in the field they are teaching. Paraprofessionals must have at least two years of college or pass a rigorous test. Parents must be informed if their child’s teacher is not “highly qualified.” Critics of the program point out many problems: trying to grade an entire education program by standardized tests, measuring wealthy and poor schools with the same test while not providing the necessary resources to improve the poorer schools, lowering state standards to make passing tests easier, and how scores of only a small number of students can “fail” an entire school.
3. How does the standards movement influence what is taught in school?
The effort to create subject matter standards, or content standards, gained momentum with the National Education Summit held in Charlottesville in 1989, and provided the states with direction in terms of what should be included in the curriculum. In mathematics, national standards were quickly developed. But in more value-laden disciplines like history, arguments and disagreements erupted over what should be included. While most Americans believe standards will enhance learning, by the beginning of the twenty-first century, concern arose regarding performance standards and standardized testing.



CURRENT NEWS FROM POWERWEB

To access PowerWeb, go to Chapter 2 on the Online Learning Center to read current articles and to access new books about:

- Curriculum
- Education Standards
- Future of Education
- Education Reform
- Politics



Go to Chapter 10 on your Resources for Exploring Education CD-ROM to access Case Studies and Readings.

EXTENDED LEARNING

CASE STUDIES

- Debby Bennett: An experienced high-school English teacher on hall duty challenges an obstreperous student without a pass. She is offended by the actions of an assistant principal who minimizes the student’s offenses and remarks on her need to “hassle” students.
- Kate Sullivan: A principal faces the problems endemic to the students served by her school, which is located in a very low socioeconomic area.
- Jane Vincent: A teacher is asked by her principal to reconsider her grading of a student whose numerical average for the marking period is just below the department’s cutoff score for that grade.


READINGS

- Jonathan Kozol. Selection from *Savage Inequalities: Children in America’s Schools*.
- Elaine Wilmore and Cornell Thomas. “The New Century: Is It Too Late for Transformational Leadership?”

KEY TERMS AND PEOPLE

<p>adequate yearly progress (AYP), 241</p> <p>authentic assessment, 254</p> <p>Allan Bloom, 266</p> <p>censor, 265</p> <p>Christian, Bible, or religious fundamentalists, 262</p> <p><i>The Closing of the American Mind</i>, 266</p> <p>content standards, 243</p> <p>core knowledge, 262</p> <p>Cultural Literacy, 267</p>	<p>curricular canon, 266</p> <p>dumbing down, 258</p> <p>E. D. Hirsch, Jr., 267</p> <p>Alfie Kohn, 253</p> <p>mentioning phenomenon, 259</p> <p>multicultural education, 267</p> <p>New Age movement, 263</p> <p><i>No Child Left Behind</i> (NCLB), 240</p> <p>opportunity-to-learn standards, 245</p>	<p>performance standards, 244</p> <p>readability formulas, 258</p> <p>religious right, 262</p> <p>secular humanism, 263</p> <p>self-censorship, stealth censorship, 265</p> <p>seven forms of bias, 260</p> <p>Texas and California effect, 257</p> <p>textbook adoption states, 257</p>
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DISCUSSION QUESTIONS AND ACTIVITIES



WEB-TIVITIES

1. Censorship and the Curriculum
2. The Textbook Shapes the Curriculum
3. Is the United States Going Test Crazy?
4. The Teacher as the Curriculum Developer

1. What subject areas spark the greatest debate and controversy over creating a single, national curriculum? Are there strategies to help reach a consensus on these issues? How might a national history curriculum written today differ from one written a century from now? A century ago? Why?
2. Do you believe that children’s educational materials should be censored? Are there any benefits to censorship? Any dangers? What kinds of materials would you refuse to let elementary school students read? Middle or high school students? Postsecondary students?
3. Collect textbooks from your local elementary and secondary schools and analyze them according to the following criteria:
 - Do they include instructional objectives? Do these require students to use both recall of


REEL TO REAL TEACHING

OCTOBER SKY (1999)
Run Time: 108 minutes

Synopsis: The true story of Homer Hickam, a high school student seemingly destined to repeat his father’s harsh life in the West Virginia coal mines, until the Soviet launch of *Sputnik* in 1957 sparks his own scientific aspirations. With the encouragement of a science teacher, Homer and his fellow “Rocket Boys” venture to launch their own homemade rockets.

Reflection:

1. This chapter emphasizes the financing and governing of schools. How did these two factors shape students’ lives in Coalwood? Give examples from the film. How did your schooling reflect educational governance and financing?
2. Consider how inequitable funding is related to geography. How does school finance impact educational opportunities in rural, suburban, and urban schools?



Chapter-Ending Spread

The material at the end of the chapter is designed to structure your review of the content and help you make sure you understand key ideas. Here’s what you’ll find there:

- A *Chapter Review* link reminds you to go to the Online Learning Center to take a quiz, practice with key terms, and review key ideas from the chapter.
- A *Current News from PowerWeb* link tells you the PowerWeb topics related to the chapter that are accessible through the Online Learning Center.
- An *Extended Learning* link lists the related articles, case studies, and media observations located on your *Resources for Exploring Education* CD-ROM.
- The *Summary* is organized by the Focus Questions at the start of the chapter.
- *Key Terms and People* will help you identify and remember the critical terminology and influential individuals discussed in the chapter.

Page references next to each entry guide you to the place that each is discussed in the chapter.

- The *Discussion Questions and Activities* are designed to promote deeper analysis, further investigation, and even an evaluation of the controversial issues discussed in the chapter. Also included are the Internet-based *WEB-tivities* you can find on the Online Learning Center.
- *Reel to Real Teaching* summarizes a popular movie, usually available on videotape or DVD, that will add to your appreciation of the information included in this chapter. We believe that Hollywood can actually enhance your education, and movies can both deepen your understanding of the chapter and offer a richer educational context. The *Reel to Real* feature provides questions and follow-up activities that guide you through the movie and the issues described in the text. Go to the Sadker.com Website to rate the movie.
- *For Further Reading* includes an annotated list of recent and influential books related to the chapter.

REFLECTIVE ACTIVITIES AND YOUR PORTFOLIO

Part I: Teachers and Students

1:1 Teacher Interview in Your Major or Favorite Subject

Purpose: Teachers are expected to have knowledge of both the subject(s) they teach and the students they are teaching. Deciding what to teach and how best to teach it are constant responsibilities. This activity gives you the opportunity to learn how teachers go through these tasks and to begin thinking how you might approach curricular decisions in your major subject area.

Activity: Interview a teacher in a subject area of special interest to you. Even if you plan to teach in an elementary program, select the curricular area that you savor. Focus on how the teacher decides what content to teach and how best to teach it. Here are some curricular questions to ask, but feel free to add your own to this list:

- What factors contributed to your decision to teach this subject and at this grade level?
- What do you enjoy most about teaching this curriculum? What do you enjoy least?
- How do you go about selecting what content and skills to teach?
- Do you try to offer different perspectives (multidisciplinary, multicultural) on these topics?
- Are there areas of this subject that are controversial? How do you handle these “hot” topics?
- How do you accommodate multiple intelligences in your classroom?
- How do you track and record grades? Does your school or district require a certain format? Do you use grading software?
- When do you do your planning? The week before, the night before, impromptu?
- Do you integrate other subject areas into your program?
- How do the school district’s official curriculum and the textbook shape your decisions?
- Can you make your own decisions as to what topics to teach, or are you

Reflective Activities and Your Portfolio

Reflective Activities and Your Portfolio, what we like to refer to as *RAP*, give you a chance to explore your role as an educator by carefully considering what you have just read, and tying it to your own experiences. *RAPs* are intended to help you decide if teaching is right for you. And if it is right, these very same *RAPs* will give you direction as you prepare for a career in teaching. For those of you who want to start a portfolio, *RAP* will be your first step.

RAPs follow and connect to each of the four sections of the textbook. Each *RAP* includes:

- *Purpose*—explains why this activity is useful, and what it is intended to accomplish.
- *Activity*—allows you to apply your readings through observations, interviews, teaching, and action research.
- *Artifact*—challenges you to collect and manage the items you will find useful for developing your portfolio.
- *Reflection*—helps you think deeply and realistically about education and your place in it.

Student Resources

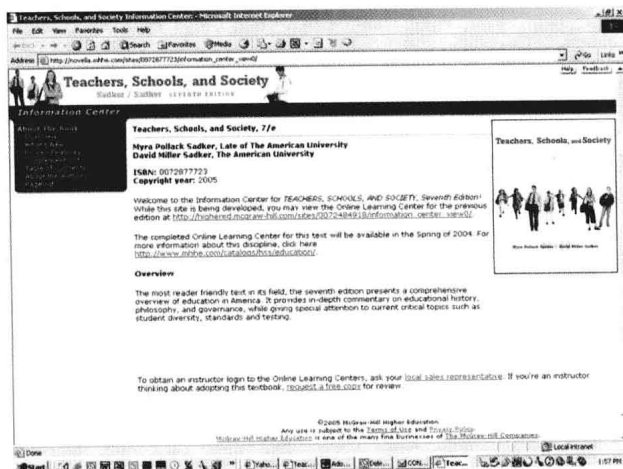
Here is your tour of the study and extending resources that accompany the text.

Online Resources

Your online resources are accessible from www.mhhe.com/sadker7e.



Online Learning Center



The Online Learning Center is your study guide. It includes:

- Multiple Choice and True/False Quizzes with immediate feedback
- PowerWeb Articles and Newsfeed
- Chapter Focus Questions and Summaries
- Web Links
- Interactive Activities and *What Do You Think?* Surveys referenced in the text
- *Web-tivities* and a *You Be the Judge* response area
- *RAP* forms
- Key Terms and the Glossary
- Internet Primer, Study Skills Primer, and a Learning Styles Assessment

www.mhhe.com/sadker7e



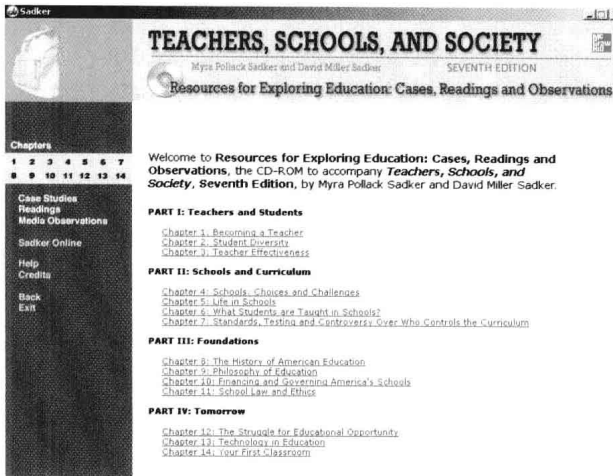
Sadker.com Website

The Sadker.com Website is your home base for exploring the world of Education. It includes:

- *What Do You Think?* and Current Issue Surveys
- Commentary from David Sadker on current education-related issues
- Media of the Month
- PowerWeb Articles and Newsfeeds, *In the News* archives, and links to Education news sites.
- *Class Act* archives
- Extending information on those profiled in *Profile in Education*
- Links to resources such as state departments of education, PRAXIS resources and lesson plans
- And more!

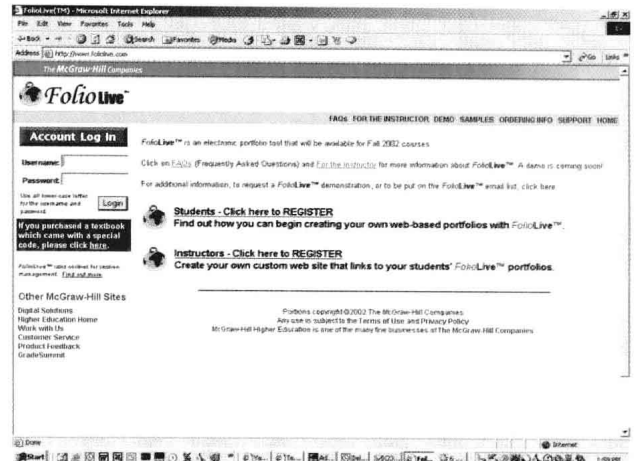


Resources for Exploring Education CD-ROM



The *Resources for Exploring Education* CD-ROM is packaged with each new copy of the text. If you purchased a used text, you can buy the CD-ROM by calling McGraw-Hill Customer Service at 1-800-338-3987. The CD-ROM includes articles, cases, and media observations. For a full listing of these, go to the Student Center main page on the Online Learning Center and click on *Resources for Exploring Education CD-ROM*.

FolioLive



FolioLive is an online portfolio tool you can use to create an electronic portfolio in three easy steps: 1. Use a template to create a homepage; 2. Choose to create a custom framework, or Framework to structure your portfolio; and 3. Add the artifacts to build your portfolio by uploading existing files (from Word to PowerPoint to Video), linking to artifacts posted elsewhere on the Web, or creating an artifact through *FolioLive* embedded forms. Go to **www.foliolive.com** to learn more about this product or to purchase a one-year account.

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