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INTRODUCTION TO THE FOUNDATIONS OF AMERICAN EDUCATION

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Preface

he thirteenth edition of *Introduction to the Foundations of American Education* is the product of the collaborative effort of five professional educators, each bringing her or his particular and general knowledge, both practical and scholarly, to the field of education and teaching. This team approach enriches the text by enlisting each author's valuable perspectives on a variety of educational topics. Like the twelfth edition, this edition uses the metaphor of a lens to give students a helpful way to study and interpret educational issues pertinent to schools, students, and the teaching profession.

As you know, a camera's zoom lens enables the photographer to view the world from different perspectives. Some lenses use tinted filters to clarify a scene or to enhance a particular view. Also, you can adjust the view through a camera lens to bring certain things into sharper focus. In this book, we use the wide-angle foundations of education lens to view education as a community of teachers and learners immersed in a complex system of institutions, norms, beliefs, social mores, laws, and instructional and assessment practices. The wide-angle lens helps us see underlying causes, examine issues of justice and equality, view education through big ideas, ask basic questions, clarify assumptions, and assess structures. This perspective is the basis of the six parts that comprise the overall structure of the book. The wide-angle view places the six parts in perspective, while the zoom ability focuses in on particular big ideas and questions in each chapter.

In addition to the lens perspective, each of the parts provides a unique filter or emphasis based on different disciplines of study. For example, the historical filter uses insights and concepts drawn from historical research, whereas the philosophical filter emphasizes philosophical ideas to enlighten an issue. Thus, students can examine each of the foundational areas in depth as the different filters bring education into sharper focus. We believe that students' understanding of education will be deepened by the six different parts with the particular lens perspective that we offer.

NEW TO THIS EDITION

- Correlations to INTASC Standards! The Learning Outcomes feature in each chapter opener includes INTASC correlations that indicate how the chapter content reflects the INTASC standards.
- Classroom Application! The new School-Based Observations feature at the beginning of each chapter suggests activities students can do during field practice.
- Current Issues! Back by popular demand, the chapter-opening Education in the News features are all new for this edition!

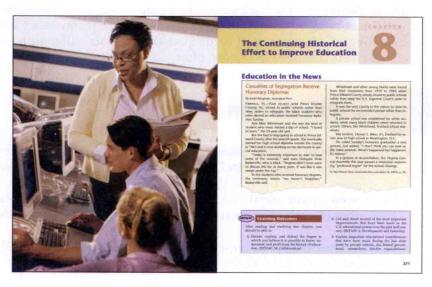
- Updated Emphasis! In response to readers' feedback, the organization of this edition focuses more on technology and the future of the teaching profession and education in the United States.
- **Teacher Certification!** The new **Preparing for Certification** feature at the end of each chapter provides activities to apply the chapter contents to Praxis and other state teacher certification tests.
- Content Cross-References! A new margin annotation feature called Cross-Reference indicates where topics are discussed elsewhere in the book and helps build a complete understanding of the information presented in the chapters.
- Annotated References! The new Further Reading feature and the Websites list at the end of each chapter are annotated to act as useful supplements to the information in the chapter.
- Media Resources! Chapter-ending correlations to Allyn & Bacon's Themes
 of the Times! newspaper archives provide media resources to expand student understanding.

FEATURES OF THE THIRTEENTH EDITION



■ Part openers emphasize the lens metaphor, connecting the specific chapter topics to the broader foundations of education—professional, sociological, organizational and financial, historical, philosophical, and curricular. It also provides Focus Questions to preview the key concepts of the upcoming chapters.

Chapter openers provide several features. Education in the News highlights a news report about current topics in education; Learning Outcomes, which are correlated to the INTASC Standards, identify the big ideas of the chapter; and School-Based Observations suggest chapter-appropriate activities that can be done during field practice.





■ Professional Dilemma features in each chapter provide opportunities to analyze real-life problems that teachers encounter in their classrooms. These features conclude with questions, which readers can answer on the Companion Website and e-mail to their professors.

■ Each chapter contains a **Debate** feature, in which two educators present opposing sides of an issue related to the chapter topic. Readers also have an opportunity to register their own opinions on each issue at the Companion Website.





 Relevant Research features in each chapter showcase published research studies about education. • Global Perspectives sections in every chapter provide preservice teachers with a better understanding of international educational practices and how they compare to practices in the United States.

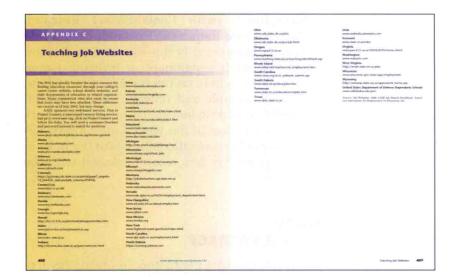


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■ The margins of the thirteenth edition feature three types of resources. **Definitions of key terms** correspond to terms that appear in bold on the page; **quotations** provide thought-provoking comments about education; and **Cross-References** indicate where chapter topics are discussed elsewhere in the text.

 Chapter-closing material contains numerous resources as study aids, applications, and expansions of the chapter contents. Summary provides a brief chapter recap; Discussion Questions are thought-provoking suggestions for classroom discussion; Journal Entries are topics for personal reflection; Portfolio Development suggests artifacts for portfolios based on chapter information; Preparing for Certification provides sample questions for state teacher certification exams such as Praxis; Websites and Further Reading provide annotated bibliographies for additional information; Themes of the Times! correlations relate chapter contents to additional Allyn & Bacon media resources.





 Five Appendixes provide up-to-date resources for preservice teachers, including state certification websites, the NEA Code of Ethics, websites that list teaching positions, an educational history timeline, and professional organization websites.

A COMPREHENSIVE TEACHING AND LEARNING PACKAGE

Allyn & Bacon is committed to preparing the best supplements for its textbooks, and the supplements for the thirteenth edition of Foundations of American Education reflect this commitment. The following supplements provide an outstanding array of resources that facilitate learning about the foundations of education. For more information about the instructor and student supplements that accompany and support the text, ask your local Allyn & Bacon representative, or contact the Allyn & Bacon Sales Support Department (1-800-852-8024).

OUTSTANDING MEDIA RESOURCES

MyLabSchool Discover where the classmylabschool room comes to life! From video clips of teachers and students interacting to sam-

ple lessons, portfolio templates, and standards integration, Allyn & Bacon brings your students the tools they'll need to succeed in the classroom with content easily integrated into your existing course.

Delivered within Course Compass, Allyn & Bacon's course management system, this program gives your students powerful insights into how real classrooms work and a rich array of tools that will support them on their journey from their first class to their first classroom.

VideoWorkshop for Foundations of Education CD-ROM Available free when packaged with the textbook, the CD-ROM contains eight modules of three- to five-minute digitized video clips featuring snapshots of teachers and students in real class-

room settings. The VideoWorkshop CD comes with a Student Study Guide, containing all the materials needed to help students get the most out of this exciting media product. With questions for reflection before, during, and after viewing, this guide extends classroom discussion and allows for more in-class time spent on analysis of material. An Instructor's Teaching Guide is also available to provide ideas and exercises to assist faculty in incorporating this convenient supplement into course assignments and assessments. Visit www.ablongman.com/videoworkshop for more details.



Research NavigatorTM (with ContentSelect Research Database) (Access Code Required) Research NavigatorTM (www.researchnavigator.com) is the easiest way for students to start a research assignment or research paper. Complete with extensive help on the research process and

three exclusive online databases of credible and reliable source material including EBSCO's ContentSelect™ Academic Journal Database, New York Times Search by Subject Archive, and "Best of the Web" Link Library, Research Navigator™ helps students quickly and efficiently make the most of their research time. Research Navigator™ is free when packaged with the textbook and requires an Access Code.

INSTRUCTOR SUPPLEMENTS: A COMPLETE INSTRUCTIONAL PACKAGE

A variety of teaching tools are available to assist instructors in organizing lectures, planning evaluations, and ensuring student comprehension.

- Instructor's Resource Manual Prepared by Francine Madrey, at Winston-Salem State University, the Instructor's Resource Manual includes a wealth of interesting ideas and activities designed to help instructors teach the course. Each chapter of the Manual includes at-a-glance grids, introducing the chapter, chapter overview and analysis, class activities, assignments, professional dilemma, diversity notes, journal reflection masters, and media resources.
- **Test Bank** The Test Bank has been thoroughly revised to include more challenging multiple choice, true/false, short answer, essay, case study, and alternative assessment questions. Page number references, suggested answers, and skill level have been added to each question to better help instructors create and evaluate student tests.
- Computerized Test Bank The printed Test Bank is also available electronically through our computerized testing system: TestGen EQ. Instructors can use TestGen EQ to create exams in just minutes by selecting from the existing database of questions, editing questions, or writing original questions.
- Digital Media Archive for Education This CD-ROM contains a variety of media elements that instructors can use to create electronic presentations in the classroom. It includes hundreds of original images, as well as selected art from Allyn & Bacon education texts, providing instructors with a broad selection of graphs, charts, and tables. For classrooms with full multimedia capability, it also contains video segments and Web links.
- PowerPointTM Presentation Ideal for lecture presentations or student handouts, the PowerPointTM presentation created for this text provides dozens of ready-to-use graphic and text images including illustrations from the text (available for download from Supplement Central at www.suppscentral.ablongman.com).
- Allyn & Bacon Transparencies for Foundations of Education 2005 This revised package includes 100 acetates, most in full color.
- Allyn & Bacon Interactive Video: Issues in Education This video features news reports from around the country on topics covered in the text. The VHS video contains ten modules of up-to-date news clips exploring current issues and debates in education. Topics include teacher shortages, alternative schools, community—school partnerships, standardized testing, and bilingual classrooms. An accompanying instructor's guide outlines teaching strategies and discussion questions to use with the clips.
- Online Course Management Systems Powered by Blackboard and hosted nationally, Allyn & Bacon's own course management system, CourseCompass,

helps you manage all aspects of teaching your course. For colleges and universities with WebCT™ and Blackboard™ licenses, special course management packages are available in these formats as well. New for 2005, Allyn & Bacon is proud to offer premium content for Foundations of Education courses, ready to be uploaded to your online course (your sales rep can give you additional information).

STUDENTS SUPPLEMENTS: AN INTEGRATED LEARNING SYSTEM

Building on the study aids found in the text, Allyn & Bacon offers a number of supplements for students.

- Companion Website (www.ablongman.com/johnson13e) Prepared by [to come]. Students who visit the Companion Website that accompanies the text will find many features and activities to help them in their studies: web links, learning activities, practice tests, video and audio clips, and vocabulary flash cards. The website also features an interactive Foundations of American Education Timeline that highlights the people and events that have shaped education through history.
- ResearchNavigator™ Guide for Education This free reference guide includes tips, resources, activities, and URLs to help students use the Internet for their research projects. The first part introduces students to the resources on Research NavigatorTM. Part two includes information on how to correctly conduct online research. Part three includes many Internet activities that tie into the content of the text. Part four lists hundreds of special education Internet resources. It also includes Access Code for Research NavigatorTM.

ABOUT THE AUTHORS

James A. Johnson, professor of education emeritus at Northern Illinois University, has been an educator for more than thirty-five years, serving as a public school teacher, teacher educator, and university administrator. He has been coauthor of thirteen editions of Introduction to the Foundations of American Education, as well as author or coauthor of a dozen other college textbooks.

Diann Musial, professor of foundations of education and Northern Illinois University Distinguished Teaching Professor, has taught middle school science and mathematics in Chicago, served as principal of an Individually Guided Education elementary school, and worked in industry as director of training. She has directed more than twenty state and federally funded staff development grants, developed countless performance assessments and test item banks, and coauthored Classroom 2061: Activity Assessments in Science Integrated with Mathematics and Language Arts (Skylight Professional Development, 1995).

Gene E. Hall, dean of the College of Education at the University of Nevada at Las Vegas (UNLV), has served for more than thirty years as a teacher educator, researcher, and university administrator. He is active in assisting teacher education institutions in their efforts to become nationally accredited. He is also internationally known for his research on the change process in schools and other types of organizations. He is the lead architect of the widely used Concerns-Based Adoption Model (CBAM), which organizational leaders and staff developers employ in studying and facilitating the change process. In addition to coauthoring the last four editions of this text, he is coauthor of Implementing Change: Patterns, Principles and Potholes (Allyn & Bacon, 2001).

Donna M. Gollnick is senior vice president of the National Council for the Accreditation of Teacher Education (NCATE), where she oversees all accreditation activities. She is also past president of the National Association for Multicultural Education (NAME) and is a recognized authority in multicultural education. In addition to her work in teacher accreditation, she has taught in secondary schools and coauthored the last three editions of this text. She is also coauthor, with Philip C. Chinn, of *Multicultural Education in a Pluralistic Society*, Sixth Edition (Merrill, 2002).

Victor L. Dupuis, professor emeritus of curriculum and instruction and Waterbury Professor of Secondary Education at Pennsylvania State University, continues a professional career that began forty-five years ago. Currently, he serves as a private consultant in areas of staff development, Native American education, and curriculum development and evaluation with Dupuis Associates. He has also taught social studies and English and served as a school district curriculum director and teacher educator. In addition to coauthoring all twelve previous editions of this text, he has published widely in the areas of curriculum and instruction and Native American literatures.

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