

A young woman with dark, curly hair and braces is smiling and looking upwards and to the right. She is wearing a purple and blue patterned top. In the background, a large, light-colored building with classical architectural features is visible under a clear sky.

INTRODUCTION TO THE

Foundations of
**AMERICAN
EDUCATION**

THIRTEENTH EDITION

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DONNA M. GOLLNICK • VICTOR L. DUPUIS

13
EDITION

INTRODUCTION TO THE FOUNDATIONS OF AMERICAN EDUCATION

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Preface

The 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

Sociological Foundations of Education

Viewing Education through Sociological Lenses

The lens of sociology provides a way to examine and interpret human social behavior. Sociology investigates our society and the ways we interact with one another. It describes how society has been organized to meet its needs and analyzes the components that are effective and those that are not in serving the needs of the population. Sociological thinking helps policymakers and professional educators make sense of practices that contribute to or hinder it, difficult for us to meet the goals of society.

The sociological lens depends on the analysis of data about the population groups in society; and institutions such as the government, businesses, and schools to help us understand who we are, it allows us to ask questions about critical issues that affect our lives and the lives of others. In this chapter, we explore the impact of sociology on education by examining issues that affect schools, families, and students. The lenses through which we will examine sociology in education in this section include diversity, culture, family, economics, challenges of youth, purposes of schools, democracy, equality, and social justice.

Focus Questions

The following questions will help you focus your learning as you read Part II:

1. Why is culture important in knowing yourself, your students, their families, and the community served by schools?
2. How do race, ethnicity, gender, and economic status interact to result in discrimination and inequality in society and schools?
3. What impact do society and culture have on the education process?
4. Why do some students not receive the same benefits from education as others?
5. Whose values are taught in schools?
6. What roles do diversity, equality, and social justice play in the delivery of education that is most beneficial?
7. What is culturally relevant teaching and why is it important in a diverse society?
8. How do schools interact with the culture of students and communities to promote or limit student learning?
9. What is the digital divide and why do educators worry about it?

Chapter 2 Diversity in Society


Chapter 3 Social Challenges in Schools

Chapter 4 Education That Is Multicultural

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- **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.



CHAPTER 8

The Continuing Historical Effort to Improve Education

Education in the News

Casualties of Segregation Receive Honorary Diplomas

By John Brennen, Associated Press

FARMERSVILLE, Va.—From racetracks across Prince Edward County, Va., closed its public schools rather than obey orders to integrate, the black students who were denied an education received honorary diplomas Sunday.

As the 50-year-old school was the last of student who never missed a day of school. "I loved to go to school," the 50-year-old said.

But the last to stop going to school in Prince Edward County after the second grade. The eventually named her high school diploma outside the county in 1962 and a new wedding on her diploma in special education.

"Today is extremely important to me to hear some of the reasons," said state Delegate Viola Bakerly, who is black. "Virginia didn't even want to discuss this for so many years. It was like it was swept under the rug."

In the students who received honorary diplomas, the ceremony means "we haven't forgotten," Bakerly said.

Whiteland and other young blacks were denied their diplomas from 1954 to 1964 when Prince Edward County simply closed its public schools rather than obey the U.S. Supreme Court's order to integrate them.

It was the only county in the nation to close its public schools for an extended period rather than integrate.

A private school was established for white students, while many black children never returned to school. Others, like Whiteland, finished school elsewhere.

Her brother, Vincent S. Allen, 43, finished his senior year of high school in Washington, D.C. He called Sunday's honorary graduation a rare gesture, but added, "I don't think you can ever really make amends. What's happened has happened."

In a gesture of reconciliation, the Virginia General Assembly this year passed a resolution expressing "grounded regret" for the school closing.

By John Brennen, Associated Press. (AP) 10/16/2012 p. 2A.

INTASC Learning Outcomes

After reading and studying this chapter, you should be able to:

1. describe, explain, and defend the degree to which you believe it is possible to know, understand, and profit from the history of education (INTASC III: Collaboration)
2. list and defend several of the most important legacies that have been made in the U.S. educational system over the past half-century (INTASC II: Development and Learning)
3. explain the importance of understanding the historical context of the past half-century in the history of education, including the role of government, community, and the individual.

[illegible]

his text values Corbinian reject the direct instruction of morals on the grounds that democracy demands that its citizens be free to clarify their own sets of values. This school of thought calls for public schools to refrain from the direct instruction of morals and asks teachers to help students define their own sets of individually selected values. The approach requires teachers to remain neutral in their presentations of opposing value systems. The teacher's role is simply to assist students in the clarification of the consequences of selecting any one set of morals or values.

This difficult problem of teaching morals and values is quite problematic for a democracy.

- Who shall select the set of values to be taught?
- If the majority is given this right, then what becomes of the individual rights of minorities?
- Yet is it possible to teach a value-free curriculum?
- Does the very act of instruction imply a certain value system expressed and upheld by the individual teacher?

To answer these questions on-line and e-mail your answers to your professor, go to Comparison Website (www.ablongman.com/johnson13e) and click on Professional Dilemma

views. New evidence might reveal that one's position is no longer valid, or it might enhance one's original thinking. Figure 6.2 describes how periphrastic ways of thinking help teachers solve a classroom problem.

The important aspect of tracking hypocrisy is not being right or wrong and helping others and oneself examine the relationship between what is said and what is practiced. Recently, for example, the hypocrisy of standardized norm-referenced testing has been tracked by many peripatetic educators. Although to date no clear alternatives have been uncovered, there is increased interest in and experimentation with new forms of testing, thanks to the coverage of critical educators.

HOPE The fourth and perhaps most important component of prophetic thought is simply hope. Weed admits that given the numerous and horrific examples of people's inhumanity to one another, it is hard to take hope seriously. It should be encouraging, Weed says.

To talk about human hope is to engage in an evasive attempt to galvanize and inspire, to inspire and to transcend world-weariness. Because that is what we are. We are world-weariness; we are tired. For most of us there are misanthropic skeletons knocking in our closets. And by *misanthropic*, I mean the notion that we have given up on the capacity to do anything right; the capacity of human commensuration to achieve goodness.⁶

Structure and Methodology of Philosophy 313

[illegible]

to using the Internet to learn more about the topic at hand. Note that in this example the Internet is being used first as an information resource.

E-MAIL E-mail is another technology that should be integrated quickly as this trait unfolds. Students could use e-mail to contact scholars, teachers, and students in other countries. Then they would be able to collect firsthand reports and scientific examples.

INSTRUCTION POSSIBILITIES A number of elements of this lesson have not been addressed; they should be part of the original planning that each teacher does. For example, how are students grouped for this unit? Cooperative grouping would work well. Another possibility has to do with monitoring student progress. How will each teacher know and keep track of what each group and student is doing? Teacher productivity tools available from TaskStream would

Technology: Integrated (Help for Curriculum and Instruction) 459

- **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.

DEBATE

Should Teachers Have the Authority to Remove Disruptive Students from Their Classes Permanently?

YES *Teachers have a right to an education. But what can a teacher do when a student is very disruptive? When should teachers be able to expel a student from class?*



Tracy Inlet, 35, is in her fourth year teaching sixth grade at Hickory Upper Elementary School in Charlottesville, Virginia. She is vice president of the Charlottesville Education Association.

Alfred Hutchinson is the Modern services coordinator at Alamo International School in Escondido, Hawaii, and is a member of the NEA's IDEA committee which helps state and local associations. He has worked in special education for six years.

I have always been amazed at how people—teachers, parents, and administration alike—sometimes get tunnel vision when it comes to disruptive students. In our constant efforts to make sure that every child has the "right to learn," the rights of some children get trampled by disruptive children. Disruptive students steal time. They steal patience. They steal the fun a lot of the time.

I had a parent say to me, "Why did you send my child out of your class? Sitting in the hall won't teach him anything! He has the right to learn, and if you don't let him stay in your class, I'll go to Central Office."

What about the other 20 kids in the room who were interrupted as I gave him three warnings and moved his seat? They have rights, too.

That parent never asked what the student

that parent never asked what the student was doing that made me give him a new seat and three warnings. The child's disruption was not the issue to the parent, but it was the major issue to me and my other students. Every time I stopped to deal with this one student, 20 kids lost their train of thought. Some children in that class had to really struggle to focus on their work. They were trying to stay with me, trying to participate, but they lost track.

As teachers, our job is to help prepare our students for the real world—you have to follow rules, if you don't

Our monumental task as educators goes beyond teaching reading, writing, and arithmetic. We need to instill in children the social skills that will enable them to be productive in society. This can be the most frustrating task for new and seasoned teachers alike. We have many disruptive students. But much as we may want to send them on their merry way to the office, that will not benefit them.

Sometimes the consequences we impose only make things worse. If the child's goal is to get out of class, sending him or her to the office only reinforces the behavior you don't want. The child has associated acting out with getting out.

the result of a need. Find out what it is and try to meet that need. Ask other teachers whether the student acts the same way in their classrooms. If not, find out what is different.

... did not realize this, and after some simple suggestions, the classroom was fine.

due process

The legal procedures that must be followed to safeguard individuals from arbitrary, capricious, or unreasonable policies, practices, or actions.

Teachers have the same rights as other citizens. The Fourteenth Amendment gives every citizen the right to due process of law: both substantive due process (protection against the deprivation of constitutional rights such as freedom of expression) and procedural due process (procedural protection against unjustified deprivation of substantive rights). Most court cases related to teachers

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www.elsevier.com/locate/jmb

- **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.

EQUAL OPPORTUNITY

The Equal Protection Clause of the Fourteenth Amendment has been instrumental in shaping many court cases and federal statutes that are directed toward preventing discrimination in schools. Table 6.9 is a summary of key events in the history of this clause. A determination that an individual or a group of individuals—the so-called plaintiff—is discriminated against on the basis of race, ethnicity, sex, or other protected characteristics is a prerequisite to a lawsuit. In certain cases, the plaintiff must also show that the defendant's actions were motivated by a discriminatory intent.

Title VII states:

It shall be an unlawful employment practice for an employer (1) to fail to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex, or national origin; (2) to fail to hire, promote, or otherwise to discriminate against any individual on the basis of his race, color, religion, sex, or national origin.

TABLE 6.9 Events in the History of Affirmative Action

1941	President Roosevelt issues an executive order prohibiting discrimination by government contractors.
1961	President Kennedy makes the first reference to affirmative action in an order mandating that federal contractors make employment practices fair to all races.
1964	Congress passes the Civil Rights Act.
1965	President Johnson issues specific steps federal contractors must take to ensure hiring equality.
1970	The Nixon administration orders federal contractors to set "goals and timetables" for hiring minorities.
1972	Congress passes Title IX of the Education Amendments Act that states that no person can be excluded from participation based on their sex.
1978	In <i>University of California v. Bakke</i> , the Supreme Court rules that colleges can consider race as one factor in admissions.
1991	The Supreme Court limits local preferences in federal highway contracts.
2003	The Supreme Court rules that race can be considered by colleges in their efforts to have a diverse student body, but it cannot be done through a set formula or quota.

Discrimination
Denial of constitutional rights to an individual or group.

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- **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.

GLOBAL PERSPECTIVES

Legal Aspects of Education in Other Countries

The legal aspects of school systems in other countries often vary significantly from those in the United States. For example, other democratic countries do not have the apparently never-ending debates about the separation of church and state. As recently as 1995, in the province of Ontario and in the Netherlands, public schools had nonsectarian and church-based schools. In the Dutch system, there are three separate school systems: public, Catholic, and Protestant. Each is supported with public funds, yet each is governed independently.

Germany has a different approach to consideration of special needs. A child cannot keep up with the others at a school, he or she is told, "You do not keep up or move to a different school."

Another legal aspect of the education system in Germany is that teachers, as government employees, cannot be fired. One consequence is that teachers are not evaluated after their first year of teaching. As this chapter explains, the legal aspects of education need to be understood in order to understand the schools we are the most responsible for.

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SUMMARY

The legal foundations for education in the United States, including the rights and responsibilities of teachers and students, are rooted in the U.S. Constitution. Education is not mentioned in the U.S. Constitution, but the Tenth Amendment reserves to the states the right to regulate education. The federal government's role in education is limited to the areas of interstate commerce, federal lands, and the protection of civil rights.

The legal rights and responsibilities of teachers are the same as those of other professionals. For example, the contract between a teacher and a school district is a contract. A teacher cannot be fired without cause, and a teacher has the right to a fair hearing before being fired. The contract also provides that a teacher has the right to a fair hearing before being fired.

Chapter 6: Legal Foundations of Education

www.ablongman.com/johnson13e

- 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.

SUMMARY

Two key steps to understanding the legal foundations of education are to identify the sources of law and to identify the sources of law. The first step is to identify the sources of law. The second step is to identify the sources of law.

DISCUSSION QUESTIONS

1. The U.S. Constitution is the foundation of the legal system. What are the key principles of the Constitution that relate to education?
2. What are the key principles of the Constitution that relate to education?
3. What are the key principles of the Constitution that relate to education?

JOURNAL ENTRY

1. Journal an experience that has a lesson for you. Write a journal entry about the experience.
2. Journal an experience that has a lesson for you. Write a journal entry about the experience.

PORTFOLIO DEVELOPMENT

1. Use a portfolio to collect and organize your work. Use a portfolio to collect and organize your work.
2. Use a portfolio to collect and organize your work. Use a portfolio to collect and organize your work.

PREPARING FOR CERTIFICATION

SCHOOL ORGANIZATION AND CHOICE

1. The U.S. Department of Education is the federal agency responsible for education. The U.S. Department of Education is the federal agency responsible for education.
2. The U.S. Department of Education is the federal agency responsible for education. The U.S. Department of Education is the federal agency responsible for education.

WEBSITES

- www.ed.gov: The U.S. Department of Education's website.
- www.irs.gov: The Internal Revenue Service's website.
- www.eeoc.gov: The Equal Employment Opportunity Commission's website.

APPENDIX C	
Teaching Job Websites	
<p>The Web has quickly become the major resource for finding teaching vacancies through your college's career center website, school district websites, and state departments of education or related organizations. Many organizations offer statewide searches that either have been attached to their websites or are posted all day long. For more information, visit www.aln.com.</p> <p>ALN offers a new and improved website that is easy to use. Click on the "Find a Job" link on the home page. You will find a number of search and post options to help you find the right position.</p>	
<p>Alabama www.aln.com</p> <p>Alaska www.aln.com</p> <p>Arizona www.aln.com</p> <p>Arkansas www.aln.com</p> <p>California www.aln.com</p> <p>Colorado www.aln.com</p> <p>Connecticut www.aln.com</p> <p>Delaware www.aln.com</p> <p>Florida www.aln.com</p> <p>Georgia www.aln.com</p> <p>Hawaii www.aln.com</p> <p>Illinois www.aln.com</p> <p>Indiana www.aln.com</p> <p>Iowa www.aln.com</p> <p>Kansas www.aln.com</p> <p>Kentucky www.aln.com</p> <p>Louisiana www.aln.com</p> <p>Maine www.aln.com</p> <p>Maryland www.aln.com</p> <p>Massachusetts www.aln.com</p> <p>Michigan www.aln.com</p> <p>Minnesota www.aln.com</p> <p>Mississippi www.aln.com</p> <p>Missouri www.aln.com</p> <p>Montana www.aln.com</p> <p>Nebraska www.aln.com</p> <p>Nevada www.aln.com</p> <p>New Hampshire www.aln.com</p> <p>New Jersey www.aln.com</p> <p>New Mexico www.aln.com</p> <p>New York www.aln.com</p> <p>North Carolina www.aln.com</p> <p>North Dakota www.aln.com</p> <p>Ohio www.aln.com</p> <p>Oklahoma www.aln.com</p> <p>Oregon www.aln.com</p> <p>Pennsylvania www.aln.com</p> <p>Rhode Island www.aln.com</p> <p>South Carolina www.aln.com</p> <p>South Dakota www.aln.com</p> <p>Tennessee www.aln.com</p> <p>Texas www.aln.com</p> <p>Utah www.aln.com</p> <p>Vermont www.aln.com</p> <p>Virginia www.aln.com</p> <p>Washington www.aln.com</p> <p>West Virginia www.aln.com</p> <p>Wisconsin www.aln.com</p> <p>Wyoming www.aln.com</p>	<p>Alabama www.aln.com</p> <p>Alaska www.aln.com</p> <p>Arizona www.aln.com</p> <p>Arkansas www.aln.com</p> <p>California www.aln.com</p> <p>Colorado www.aln.com</p> <p>Connecticut www.aln.com</p> <p>Delaware www.aln.com</p> <p>Florida www.aln.com</p> <p>Georgia www.aln.com</p> <p>Hawaii www.aln.com</p> <p>Illinois www.aln.com</p> <p>Indiana www.aln.com</p> <p>Iowa www.aln.com</p> <p>Kansas www.aln.com</p> <p>Kentucky www.aln.com</p> <p>Louisiana www.aln.com</p> <p>Maine www.aln.com</p> <p>Maryland www.aln.com</p> <p>Massachusetts www.aln.com</p> <p>Michigan www.aln.com</p> <p>Minnesota www.aln.com</p> <p>Mississippi www.aln.com</p> <p>Missouri www.aln.com</p> <p>Montana www.aln.com</p> <p>Nebraska www.aln.com</p> <p>Nevada www.aln.com</p> <p>New Hampshire www.aln.com</p> <p>New Jersey www.aln.com</p> <p>New Mexico www.aln.com</p> <p>New York www.aln.com</p> <p>North Carolina www.aln.com</p> <p>North Dakota www.aln.com</p> <p>Ohio www.aln.com</p> <p>Oklahoma www.aln.com</p> <p>Oregon www.aln.com</p> <p>Pennsylvania www.aln.com</p> <p>Rhode Island www.aln.com</p> <p>South Carolina www.aln.com</p> <p>South Dakota www.aln.com</p> <p>Tennessee www.aln.com</p> <p>Texas www.aln.com</p> <p>Utah www.aln.com</p> <p>Vermont www.aln.com</p> <p>Virginia www.aln.com</p> <p>Washington www.aln.com</p> <p>West Virginia www.aln.com</p> <p>Wisconsin www.aln.com</p> <p>Wyoming www.aln.com</p>

- 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).

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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 classroom 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.



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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.
- **PowerPoint™ Presentation** Ideal for lecture presentations or student hand-outs, the PowerPoint™ 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).

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- **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 Navigator™. 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 Navigator™.

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