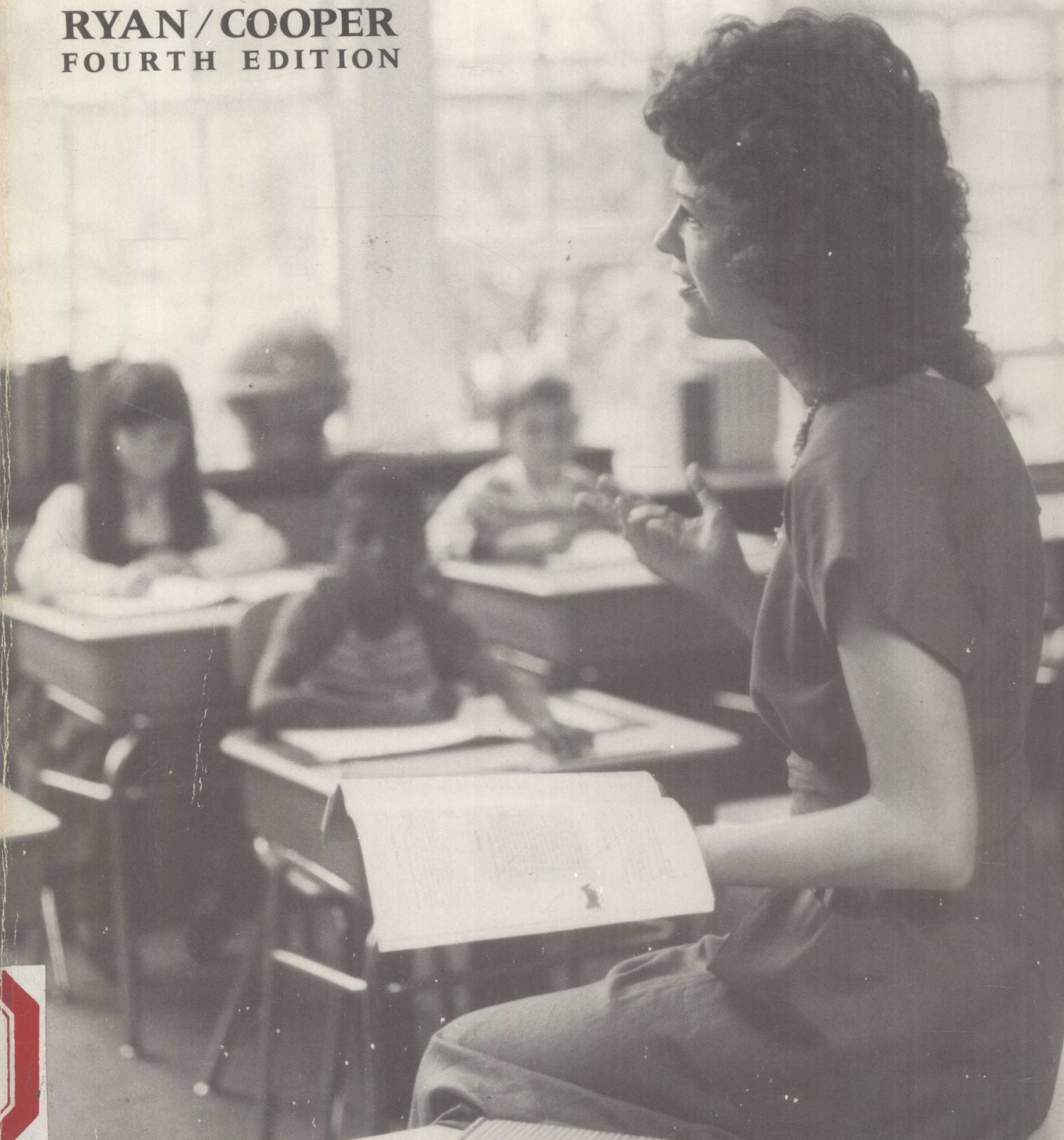


Kaleidoscope Readings in Education

RYAN / COOPER
FOURTH EDITION



KALEIDOSCOPE

Readings in Education

F O U R T H E D I T I O N

KEVIN RYAN, *Boston University*

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Preface

When we were children, one of our favorite toys was the kaleidoscope, the cylindrical instrument containing loose bits of colored glass between two flat plates and two plain mirrors so placed that by shaking or rotating the cylinder the bits of glass are reflected in an endless variety of patterns. We chose Kaleidoscope as the name of this book because education can be viewed from multiple perspectives, each showing a different pattern or set of structures.

We put together the original edition of *Kaleidoscope* when we were writing the first edition of our textbook, *Those Who Can, Teach*. *Kaleidoscope* at that time was seen by us as a companion piece to *Those Who Can, Teach*. However, over the years we discovered that many professors use it independently of *Those Who Can, Teach* and in a variety of both undergraduate and graduate education courses. Because of this, in preparing the fourth edition, we have tended to select articles that are of interest to a broader audience while still maintaining a close relationship with the themes of *Those Who Can, Teach*. A good deal of what we have dropped and added along the way has come from people using the book who have been kind enough to share their impressions of it and to make suggestions on how to improve it in subsequent editions. We hope this tradition will continue.

Coverage

As we put this collection "to bed" in the fall of 1983, education seems to be emerging again from the shadows. For a number of years its importance was neglected while the nation attended to other priorities. The educational dialogue that took place often dealt with specialized areas, such as the busing of students for racial equality. Now, however, our nation once more is seriously focusing its attention on schools. It is our hope that this collection of readings will help

professionals participate in this new national debate in a more informed way.

Kaleidoscope is organized into six sections. The first concentrates on teachers, and the articles range from reports of beginning teachers through a range of topics including teacher stress, teacher militancy, and teachers and the law. The second section contains selections about students and some of the issues with which they are confronted. The third section looks at schools and their relationship to a number of issues involving both competing theories and competing practices. The fourth section examines curriculum issues and here we have tried to present both classical and very contemporary views of what should be taught in the classrooms. The fifth section addresses instruction and contains selections on mastery learning, classroom management, mainstreaming, and a number of other issues. The sixth section, is, quite frankly, the editors' wild card. Here we have included readings on a series of important but miscellaneous topics grouped together under what we feel is an appropriate title, "Etc." Many of the innovations and social cross currents at work in our society today are discussed in the selections in this section.

Features

There are several new features in this fourth edition. At the end of each selection are editors' postnotes and discussion questions. The *postnotes* are basically our editorial comments on the issues raised by the various articles. Previous editions contained some postnotes, but this edition has them for each selection. The *discussion questions* are designed to get readers to do some additional thinking about the major points made in the articles, and to relate some of these points to a broader perspective. Each of the six major topics is now introduced by a *section-opening over-*

view. For the first time as well, the book contains a detailed *index*. Finally, we have included at the beginning of the book a *chart* arranged alphabetically by topic that relates the *Kaleidoscope* selections to specific chapters in both *Those Who Can, Teach*, Fourth Edition, by Kevin Ryan and James M. Cooper, and *An Introduction to the Foundations of Education*, Third Edition, by Allan C. Ornstein and Daniel U. Levine. We hope this chart will serve as a handy cross reference for users of these books.

The material we have selected for this edition of *Kaleidoscope* is not technical and can be understood, we believe, by people without extensive professional training in education. Some of the readings are quite personal, like Jerry Mager's reflections on teaching; some are both personal and scholarly, like John Dewey's "My Pedagogic Creed"; some are summaries of research, like Walter Hathaway's review of the teacher testing movement; and some are taken from the popular press, like Admiral Hyman Rickover's brief essay on "educating for excellence." We have tried, too, to represent a wide view of philosophical and psychological positions. Our aim is to let the choices reflect the varied voices in education today. Since our first edition of *Kaleidoscope* some twelve

years ago, the educational pendulum has swung from left to right and with this swing has come new ideas, emphases, and programs about which teachers should be aware.

Acknowledgments

We are especially grateful to a number of reviewers for their excellent recommendations and suggestions, most notably: A. Al-Rubaiy, *University of Akron*; Donald Bowers, *Community College of Philadelphia*; Margaret Cleek, *University of Wisconsin*; Don Coates, *University of Maine*; Clinton Collins, *University of Kentucky*; Clyde Edgerton, *Campbell University*; Roland Goddu, *Rollins College*; James Hale, *Portland State University*; Elizabeth Ihle, *James Madison University*; Harvey Inventasch, *SUNY at Cortland*; Robert Janosov, *Luzerne County Community College*; Nell May, *Mississippi University for Women*; Betty Myers, *University of Oklahoma*; Ted Pauck, *Southern Oregon State College*; Norma Sadler, *Boise State University*; Arlene Wesswick, *Western Wyoming College*; and George E. Wetmore, *SUNY at Oneonta*.

Kevin Ryan
James M. Cooper

Correlating Table

Topic	Author	Abbreviated Title	Kaleidoscope (Pages)	Those Who Can, Teach (Chapters)	Ornstein/Levine (Chapters)
Affective education	Combs	<i>Affective Education Or None at All</i>	224-227	3,4,6 7,10	13,14
Alternative schools	Barr	Alternatives for the Eighties	175-182	13	15
Bilingual education	Foster	Defusing Issues in Bilingualism	365-370	13	12
Child abuse	Rowe	Beyond Reporting: How Teachers Can Help	116-121	12	9
Classroom management and discipline	Dinkmeyer and Dinkmeyer	Logical Consequences	260-264	9,10	15
	Emmer and Evertson	Synthesis of Research	265-272	9,10	15
	Talent and Busch	Disciplinary Strategies	273-277	9,10	15
Comparative education	National Science Foundation	How U.S. Compares with Other Countries	140-143	7	11,15
Competition	Davidson	Competition, Cradle of Anxiety	390-393		
Corporal punishment	Cryan and Smith	The Hick'ry Stick	111-115	4	9
Excellence in education	Jackson, J.	In Pursuit of Equity, Ethics, and Excellence	349-353	7,12	1,13, 14,15
	National Commission on Excellence in Education	A Nation At Risk	124-139	7,12	1,13
	Rickover	Educating for Excellence	228-229	7,12	1,13, 14,15
	Sewall	Against Anomie and Amnesia	163-168	7,12	1,13, 14,15
History of curriculum	Ornstein	Curriculum Contrasts: Historical Overview	184-192	4,7	14
Law and the teacher	McDaniel	The Teacher's Ten Commandments	53-62	8	9
Learning styles	Riessman	Students' Learning Styles	97-101		

Topic	Author	Abbreviated Title	Kaleido- scope (Pages)	Those Who Can, Teach (Chap- ters)	Ornstein/ Levine (Chapters)
Life of the teacher	Crowley	Letter from a Teacher	11-13	9,11	1
	Jahnke	Teaching from 8 to 3	83	9,11	1
	Morris	Diary of a Beginning Teacher	23-33	9,11	1
Mainstreaming	Glick and Schubert	Mainstreaming	384-389	13	12
Mastery learning	Alper	All Our Children <i>Can</i> Learn	298-309	7	12
	Bloom	Learning for Mastery	283-297	7	15
Moral education	Kohlberg	The Cognitive-Develop- mental Approach	230-241	12	14
Multicultural education	AACTE	No One Model American	347-348	13	12,14
Philosophy of curriculum	Broudy	What Knowledge Is of Most Worth?	213-218	3,7	6,14
	Bruner	After John Dewey, What?	200-206	3,4,7	6,14
	Dewey	My Pedagogic Creed	193-199	3,4,7	4,6,14
	Peddiwell	The Saber-Tooth Curriculum	207-212	3,4,7	6,14
	Postman	"The Ascent of Humanity"	219-223	3,7	6,14
	Rickover	Educating for Excellence	228-229	3,7	6,14
	Case	Piaget's Theory	310-319	7	4
Private and public schools	Coleman	Quality and Equality in American Education	334-342	2,4	9,13,15
	Kirst	The Rationale for Public Schools	343-346	2,4	13,15
Role conflict in teaching	Davis and Davis	Managing Parent-Teacher Conferences	47-52	9	
	Edgerton	Teachers in Role Conflict	14-17	9,11	1
School finance	Timar and Guthrie	Public Values and School Policy	354-359	8	8
Schools	Goodlad	A Study of Schooling	144-153	5,6	10,11,15
	Wynne	Looking at Good Schools	154-162	5,6	10,11,15
Sexism and sex-role stereotyping	Bornstein	The Education of Women	371-376	12	9,10,14
	Sandler	Title IX	377-383	12	9,10,14
Students	Grant with Briggs	Today's Children Are Different	86-91	12	10

Topic	Author	Abbreviated Title	Kaleidoscope (Pages)	Those Who Can, Teach (Chapters)	Ornstein/Levine (Chapters)
Teacher accountability Teacher militancy and work stoppage	Skinner	The Free and Happy Student	92-96	3,12	10
	Wagenaar	High School Seniors' Views	102-110	6	10
	Hathaway	Testing Teachers	39-46	12	1,8
	Donley	The American Schoolteacher	63-70	8,11	2
	Perry	Reflections on a School Strike: Superintendent's View	71-75	8,11	2
Teacher problems	Steele	Reflections on a School Strike: Teacher's View	76-80	8,11	2
	Applegate et al.	New Teachers Seek Support	34-38	9	2
	Edgerton	Teachers in Role Conflict	14-17	6,9	1
	Feitler and Tokar	Getting a Handle on Teacher Stress	18-21	9	1
	Long	Instructor's Guide to Murphy's Law	22	9	1
Teaching	Brophy	Successful Teaching Strategies for Inner-City Children	244-250	10	12,14,15
	Chall	Restoring Dignity and Self-Worth to the Teacher	4-10	10	1,2,15
	Crowley	Letter from a Teacher	11-13	10	2,15
	Edgerton	Teachers in Role Conflict	14-17	10	1
	Jackson, P.	The Way Teaching Is	251-256	10	1,15
	Mager	Reflections on Team Teaching	81-82	10	14
	Martin	Avoiding Help that Hinders	278-282	10	14,15
	Morris	Diary of a Beginning Teacher	23-33	10	1
	Rogers	Personal Thoughts on Teaching	257-264	10	1
Technology	Becker	Cost vs. Effectiveness	330-338	7,13	14
	Shane	The Silicon Age	322-329	7,13	14
Urban Education	Fantini	Toward a National Public Policy	354-359	12	7,8,11,12

Topic	Author	Abbreviated Title	Kaleido- scope (Pages)	Those Who Can, Teach (Chap- ters)	Ornstein/ Levine (Chapters)
Value of the teacher	Chall	Restoring Dignity and Self-Worth to the Teacher	4-10	1,11	2,15
	Crowley	Letter from a Teacher	11-13	1,9,11	2,15
	Robinson and Brower	Teachers and Their Survivors	2-3	1	2,15
Violence and stress	Feitler and Tokar	Getting a Handle on Teacher Stress	18-21	9	1
	Ianni and Reuss-Ianni	What Can Schools Do About Violence?	169-174	12	

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TEACHERS

I

Being a teacher today has special drawbacks. It is difficult to be a teacher in an age that mocks idealism. It is difficult to be a teacher without the traditional authority and respect that came with the title in the past. To be a teacher in the midst of a permissive time in childrearing, when many students are filled with antiauthoritarian attitudes, causes special strains. It is punishing to work at an

occupation that is not keeping up economically. It is painful to be part of a profession that is continually being asked to solve deep social problems and to do the essential job of educating children, and then being criticized regularly for its failings. A good case can be made for discouragement, even for self-pity.

This negativism, or at least acknowledgment of the negative, obscures the fact that teaching is one of the great professions. These passing conditions ignore the greatness that resides in the teacher's public trust. Many adults struggle with the question, "Am I engaged in significant work?" Teachers always know that they are engaged in crucial, lifeshaping work.

Recently the U.S. Post Office issued a new set of stamps bearing the statement, "Learning Never Ends." It is a truth that all of us must promote.

One should, however, attach an addendum to that truth. The influence of a good teacher never ends. It flows onward forever, like an evolutionary stream, through continuing generations. Our greatest task, in the coming decade, is to implant this broadened truth in the minds of our communities and their citizens.

This anecdote is the aftermath of a revealing experience in a funeral home and cemetery where we two had gone to mourn the death of a highly respected teacher friend.

As we approached the funeral home we discussed the morning's newspaper obituary, which had concluded with these words: "He left no survivors."

Does a teacher ever leave survivors other than his or her immediate family? Doesn't every successful teacher build a kind of immortality through the lives and activities of his or her students, extending through endless generations?

Those were the questions with which we wrestled as we entered the funeral parlor. By the time we left the cemetery we had our answers, for we had conversed with many people who were former students and professional associates of the dead man.

Sorrow there was in abundance at the passing of an important influence in their lives. Even more noticeable, however, were the expressions of appreciation and indebtedness that emerged unsought.

Said one man, now an affluent executive, "Each week, in our ninth-grade English class, he had us write a composition. I wrote a whole novel, a chapter each week. I still have it. I reread it several days ago, when I learned of his serious illness. He made me a lover of the written word."

Another eagerly added, "He was the chief influence in my going to college. When he was a high school teacher, he invited my parents and me to his home to discuss the possibility of college for me. He persuaded them to send me and even helped me get scholarship help."

"He taught me to love reading," volunteered a man whom we recognized as a renowned for-

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Teachers and Their Survivors

Thomas E. Robinson
and Walter A. Brower

mer athlete. "It's because of him that I became our town library's best customer."

"When he left his junior high school ninth-grade homeroom," contributed another, "he kept us together for 20 years in annual Christmas-season reunions in his home."

"I am now the editor of a newspaper in a southern state," declared an imposing gray-haired mourner. "I was once, however, the editor of a junior high school newspaper of which he was advisor. The work was done after school. We never left the school until 5:30. Before he allowed us to write, he gave us a course in educational philosophy. Every school event had to be written to illustrate its relationship to at least one of the Seven Cardinal Principles of secondary education: command of fundamental processes, worthy home membership, citizenship, ethical standards, vocational competence, health, and leisure activities. He was a real teacher, and he still lives in me and in the paper I publish."

"All I can say about him can be summed up in this statement," asserted a younger man. "I wanted to be like him. He was both my textbook

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and my model. Because of him I became a principal, and I'm now a high school principal in Pennsylvania."

"I can add another piece to his picture," stated another observer. "Each week he invited two different members of our homeroom to his home for dinner, conversation, and inspiration. On my visit I determined that I wanted a wife just like his. I got one too." The woman standing beside him blushed. Then she entered the conversation: "I was in his class too. That is why our second child bears his name."

Another woman said, "The thing that I remember most vividly about him was his weekly appearance on the assembly platform, as principal, proclaiming, 'Yesterday I saw a student who. . .,' and then he would describe an incident of courtesy, courage, honesty, honor, sportsmanship, kindness, or unselfishness. Finally naming the individual, he would then give him or her an autographed copy of a book. I own one; it was one of the books he wrote. It's my most prized possession."

On our way out we were stopped by a woman who looked familiar, but whose name was unknown to us. She introduced herself as a professor of literature in a prestigious Western university. "I am what I am professionally," she averred, "because that man, in a junior high school, insisted that each graduating class have a class poet who would prepare a commemorative commencement poem. I was chosen for my class. I was later my college class poet. In the ninth grade, because of him, the firm foundation of my life was laid."

No good teacher ever dies; of that we are convinced. Socrates still lives, as do Plato, Aristotle, Jefferson, Mark Hopkins, and the man whom we recently interred. They leave an uncounted host of enriched survivors whose progeny, generation after generation, will themselves reflect the spirit and contributions of an influential ancestor unknown to them.

Have you recently asked yourself the question: What teacher or teachers live on, with earned immortality, in me?

Postnote

Someone once said that being a teacher is like being a blind person throwing stones in a pond. You know you are setting off ripples, but you don't know the effect of the ripples. Because of the everyday quality of teaching and the fact that so much is going on in a classroom, teachers forget the impact of their work with children. They get wrapped up (as they should) in the immediate. As anyone who has had children knows, the teacher's everyday behavior has a profound effect on children. A warm, supportive teacher can make the pain of having moved to a new school bearable. An inspiring teacher can turn a teenager who has been floating into an involved, excited student. Teachers do make a difference, but the difference cuts both ways. The everyday ignoring of a student can destroy his or her self-esteem. Teachers who take it easy on themselves and their students will leave them ill equipped for later demands. In effect, teachers send out both good ripples and bad ripples.

Discussion Questions

1. Do you have a respected teacher friend like the one in this article? What impact has he or she had on you?
2. From your experience, what are the characteristics of teachers who have lasting and positive effects on young people?
3. In your opinion, what are the characteristics of teachers who have a lasting and negative impact on young people?

Why is it that so many teachers seem unsure of themselves? Why do they seem to hang back at conferences, listening to the educational researchers and administrators when they are often more expert on the subject?

The answers no doubt lie deep in our history. Indeed, it was de Tocqueville who observed that while Americans put a high value on education, they did not value teachers as much, paying them little and respecting them less.

I will not be concerned here with the deeper economic and political issues. Instead, I will argue that how teachers feel about themselves professionally stems also from the education profession itself—from the way it recognizes high achievement, the way it prepares teachers for their profession, what it expects from teachers in schools, and the role of teachers in educational research and development.

Who Is an Educational Leader?

The Seventieth Yearbook of the National Society for the Study of Education, *Leaders in American Education*, edited by Robert Havighurst and published in 1971, contains autobiographical sketches of 11 persons selected as educational leaders by a panel of judges from a list of 30 men and women, all over 70 years of age. To make the first selection, and also to guide the final balloting, the judges used three categories, hoping thereby to avoid favoring those influential in only one aspect of the education profession. The three categories were: scholars—those whose principal claim to importance was their scholarly research and writing; leaders through ideas—people who promoted and clarified ideas that pointed to action; and administrator leaders—people who exercised power through administrative and managerial ability.

The striking thing about the final list of 11 is the heavy weighting in the first two categories: scholars and leaders through ideas. Although the era covered was one that saw tremendous growth in elementary and secondary schools—a growth that required creative administrative leadership—only one person in that category

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Restoring Dignity and Self-Worth to the Teacher

Jeanne Chall

was so honored. Evidently the education profession honors its scholars and writers most.

But even more striking is the absence altogether of a category called teachers, those whose principal claim to importance is their teaching. Is there no educational leader whose main claim to fame is that he or she is a great, inspired, and inspiring teacher—a creator of new ideas about teaching and a leader among other teachers?

Could it be that the absence of the teacher category accounts also for the fact that only one woman was listed as a leader (in the “scholar” category), although women are a majority in the profession? One wonders whether Maria Montessori, Grace Fernald, or Anna Freud might have been selected had they met the age and nationality requirements. If so, would they be placed in the “scholar” category or in the “leader-through-ideas” category, since they were influential also through their writings and ideas? The essence of their greatness probably lies more in their consummate art as teachers and therapists. But if teachers are honored only if

Jeanne Chall is a professor of education at Harvard University and a leading expert on the teaching of reading. “Restoring Dignity and Self-Worth to the Teacher,” by Jeanne Chall, *Phi Delta Kappan*, November 1975, pp. 170–174. © November 1975 by Phi Delta Kappa, Inc. Reprinted by permission of author and publisher.