

ANNUAL EDITIONS

Education

08/09



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Thirty-fifth Edition

08/09

EDITOR

Fred Schultz

University of Akron (Retired)

Fred Schultz, former professor of education at the University of Akron, attended Indiana University to earn a BS in social science education in 1962, an MS in the history and philosophy of education in 1966, and a PhD in the history and philosophy of education and American studies in 1969. His BA in Spanish was conferred from the University of Akron in May 1985. He is actively involved in researching the development and history of American education with a primary focus on the history of ideas and social philosophy of education. He also likes to study languages.



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ANNUAL EDITIONS: EDUCATION, THIRTY-FIFTH EDITION

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Members of the Advisory Board are instrumental in the final selection of articles for each edition of ANNUAL EDITIONS. Their review of articles for content, level, currentness, and appropriateness provides critical direction to the editor and staff. We think that you will find their careful consideration well reflected in this volume.

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Fred Schultz
University of Akron (Retired)

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Preface

In publishing ANNUAL EDITIONS we recognize the enormous role played by the magazines, newspapers, and journals of the public press in providing current, first-rate educational information in a broad spectrum of interest areas. Many of these articles are appropriate for students, researchers, and professionals seeking accurate, current material to help bridge the gap between principles and theories and the real world. These articles, however, become more useful for study when those of lasting value are carefully collected, organized, indexed, and reproduced in a low-cost format, which provides easy and permanent access when the material is needed. That is the role played by ANNUAL EDITIONS.

As we approach the final years of this first decade in this new century, it is amazing to see the great advances in our technologically powered ability to find alternative paths to information from which develop our “education” as persons. This is a good time to reflect on our educational heritage and to act for the betterment of all.

We face a situation with reference to our educational policy priorities not unfamiliar in our history as a nation, divided and not easily resolved. On the one hand, we are to have “highly qualified teachers”; on the other hand, we leave it to state politicians and the local school authority as to what constitutes “highly qualified teachers.” This is a typical enigmatic dilemma in the history of American education. If we are not to leave any student behind, really and sincerely, can we come to grips with what it means to have a “highly qualified teacher?”

Issues regarding the purposes of education as well as the appropriate methods of educating have been debated throughout all generations of literate human culture. This is because the meaning of the word “educated” shifts within ideological realms of thought and cultural belief systems. There will always be debates over the purposes and the ends of “education” as it is understood in any time or place. This is because each generation must continuously reconstruct the definition of “education” based upon its understanding of “justice,” “fairness,” and “equity” in human relations, and each generation must locate and position its understanding of social and personal reality.

We must decide what knowledge is of most worth and what basic skills and information each child needs to know. We must face this question once and for all; it is a duty, if we are disciplined persons interested in the well-being of our children and adolescents. We have before us a great qualitative challenge, our response to which may determine the fate of future generations of our society.

The technological breakthroughs now developing in the information sciences are having an amazing impact on how people learn. The rates of change in how we learn and how we obtain information is already increasing at a very rapid pace that will assuredly continue.

The public conversation on the purposes and future directions of education is lively as ever. Alternative visions and voices regarding the broad social aims of schools and the preparation of teachers continue to be presented. *Annual Editions: Education 08/09* attempts to reflect current mainstream as well as alternative visions as to what

education ought to be. Equity issues regarding what constitutes equal treatment of students in the schools continue to be addressed. This year’s edition contains articles on gender issues in the field and on the application of research in multicultural education to the areas of teacher preparation and the staff development of teachers already in the schools. The debate over whether all public monies for education should go to the public schools or whether these funds should follow the student into either public or private schools has again intensified.

Communities are deeply interested in local school politics and school funding issues. There continues to be healthy dialogue about and competition for the support of the various “publics” involved in public schooling. The articles reflect spirited critique of our public schools. There are competing, and very differing, school reform agendas being discussed. All of this occurs as the United States continues to experience fundamentally important demographic shifts in its cultural makeup.

In assembling this volume, we make every effort to stay in touch with movements in educational studies and with the social forces at work in schools. Members of the advisory board contribute valuable insights, and the production and editorial staffs at the publisher, McGraw-Hill Contemporary Learning Series, coordinate our efforts. Through this process we collect a wide range of articles on a variety of topics relevant to education in North America.

The readings in *Annual Editions: Education 08/09* explore the social and academic goals of education, the current conditions of the nation’s educational systems, the teaching profession, and the future of American education. In addition, these selections address the issues of change and the moral and ethical foundations of schooling. As always, we would like you to help us improve this volume. Please rate the material in this edition on the postage-paid *article rating form* provided at the back of this book and send it to us. We care about what you think. Give us the public feedback that we need.



Fred Schultz
Editor

Topic Guide

This topic guide suggests how the selections in this book relate to the subjects covered in your course. You may want to use the topics listed on these pages to search the Web more easily.

On the following pages a number of Web sites have been gathered specifically for this book. They are arranged to reflect the units of this *Annual Edition*. You can link to these sites by going to the student online support site at <http://www.mhcls.com/online/>.

ALL THE ARTICLES THAT RELATE TO EACH TOPIC ARE LISTED BELOW THE BOLD-FACED TERM.

Accountability and schooling

- 6. George's Complaint
- 7. Qualities of Democracy

African Americans

- 34. Mélange Cities

Applied skills

- 15. Assessing Applied Skills

Black colleges and universities

- 32. Researching Historically Black Colleges

Character

- 22. Character and Academics

College admissions

- 3. Testing 1, 2, 3

Cultural diversity

- 29. As Diversity Grows, So Must We
- 30. What Families Want
- 31. Where Is Equity in the National Standards?
- 32. Researching Historically Black Colleges
- 33. "Not Writing It Out But Writing It Off"
- 34. Mélange Cities

Democratic leadership

- 7. Qualities of Democracy

Demographics and education

- 1. Five Trends for Schools

Discipline

- 25. School Resource Officer Programs
- 26. Are Public Schools Successful?
- 27. A Uniform Look

Diversity and schooling

- 29. As Diversity Grows, So Must We
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- 30. What Families Want
- 31. Where Is Equity in the National Standards?
- 32. Researching Historically Black Colleges
- 33. "Not Writing It Out But Writing It Off"
- 34. Mélange Cities

Excellence and quality in education

- 6. George's Complaint
- 10. Affecting Social Change
- 12. Why We Can't Always Get What We Want
- 15. Assessing Applied Skills
- 16. Help for Stressed Students
- 17. When Mama Can't Read

Funding of schools

- 10. Affecting Social Change
- 11. The Agony of American Education

Future of education

- 46. Becoming Citizens of the World
- 47. Charting a New Course for Schools

Home schooling

- 37. Revisiting the Common Myths about Homeschooling

How others see us: How we see ourselves

- 1. Five Trends for Schools
- 3. Testing 1, 2, 3
- 4. The 38th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools

Human capital and schooling

- 18. Putting a Stop to Slave Labor
- 19. Creating Moral Schools

Literacy

- 17. When Mama Can't Read

Managing life in classroom

- 24. Discipline
- 25. School Resource Officer Programs
- 26. Are Public Schools Successful?
- 27. A Uniform Look

Morality and values in education

- 19. Creating Moral Schools
- 21. "In the End You Are Sure to Succeed"
- 22. Character and Academics
- 23. Should We Teach Patriotism?

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- 12. Why We Can't Always Get What We Want

National standards for education

- 31. Where Is Equity in the National Standards?

New teachers

- 42. Respect, Reciprocity, and Reflection in the Classroom

Patriotism

- 23. Should We Teach Patriotism?

Perseverance

- 21. "In the End You Are Sure to Succeed"

Public attitudes toward the public schools

- 4. The 38th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools

Race and education

- 24. Discipline

Restructuring and renewal of public (or private) schools

- 5. Where Have All the Strong Poets Gone?
- 6. George's Complaint
- 7. Qualities of Democracy
- 9. A Coming Crisis in Suburban Schooling?
- 10. Affecting Social Change
- 11. The Agony of American Education

Rethinking, reforming educational thought

- 5. Where Have All the Strong Poets Gone?
- 6. George's Complaint
- 7. Qualities of Democracy
- 9. A Coming Crisis in Suburban Schooling?
- 10. Affecting Social Change
- 11. The Agony of American Education

Scholastic aptitude tests (SATs)

- 3. Testing 1, 2, 3

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- 5. Where Have All the Strong Poets Gone?
- 6. George's Complaint

- 10. Affecting Social Change
- 11. The Agony of American Education
- 42. Respect, Reciprocity, and Reflection in the Classroom

Stressed students

- 16. Help for Stressed Students

Suburban schooling

- 9. A Coming Crisis in Suburban Schooling?

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- 3. Testing 1, 2, 3

Teacher dispositions

- 44. Teacher Dispositions as Predictors of Good Teaching

Teacher leadership

- 41. Uncovering Teacher Leadership

Teacher networks

- 40. Why Teacher Networks (Can) Work

Teaching today

- 39. The Essential Cognitive Backpack
- 40. Why Teacher Networks (Can) Work
- 41. Uncovering Teacher Leadership
- 42. Respect, Reciprocity, and Reflection in the Classroom
- 43. Drop Everything and Read—But How?
- 44. Teacher Dispositions as Predictors of Good Teaching

Uniforms for students in schools

- 27. A Uniform Look

Vision and hope

- 46. Becoming Citizens of the World
- 47. Charting a New Course for Schools

Internet References

The following Internet sites have been carefully researched and selected to support the articles found in this reader. The easiest way to access these selected sites is to go to our student online support site at <http://www.mhcls.com/online/>.

AE: Education 08/09

The following sites were available at the time of publication. Visit our Web site—we update our student online support site regularly to reflect any changes.

General Sources

Education Week on the Web

<http://www.edweek.org>

At this Education Week home page, you will be able to open its archives, read special reports on education, keep up on current events in education, look at job opportunities, and access articles relevant to educators today.

Educational Resources Information Center

<http://www.eric.ed.gov>

This invaluable site provides links to all ERIC sites: clearinghouses, support components, and publishers of ERIC materials. You can search the ERIC database, find out what is new, and ask questions about ERIC.

National Education Association

<http://www.nea.org>

Something about virtually every education-related topic can be accessed via this site of the 2.3-million-strong National Education Association.

National Parent Information Network/ERIC

<http://npin.org>

This is a clearinghouse of information on elementary and early childhood education as well as urban education. Browse through its links for information for parents and for people who work with parents.

U.S. Department of Education

<http://www.ed.gov>

Explore this government site for examination of institutional aspects of multicultural education. National goals, projects, grants, and other educational programs are listed here as well as many links to teacher services and resources.

UNIT 1: How Others See Us and How We See Ourselves

Charter Schools

<http://www.edexcellence.net/topics/charters.html>

Open this site for news about charter schools. It provides information about charter school research and issues, links to the U.S. Charter Schools Web site, and Best on the Web charter school sites.

Pathways to School Improvement

<http://www.ncrel.org/sdrs/pathwayg.htm>

This site of the North Central Regional Educational Laboratory leads to discussions and links about education, including the current state of education, reform issues, and goals and

standards. Technology, professional development, and integrated services are a few of the subjects also discussed.

UNIT 2: Rethinking and Changing the Educative Effort

The Center for Innovation in Education

<http://www.center.edu>

The Center for Innovation in Education, self-described as a “not-for-profit, nonpartisan research organization” focuses on K–12 education reform strategies. Click on its links for information about and varying perspectives on school privatization and other reform initiatives.

Colorado Department of Education

http://www.cde.state.co.us/index_home.htm

This site’s links will lead you to information about education-reform efforts, technology in education initiatives, and many documents of interest to educators, parents, and students.

National Council for Accreditation of Teacher Education

<http://www.ncate.org>

The NCATE is the professional accrediting organization for schools, colleges, and departments of education in the United States. Accessing this page will lead to information about teacher and school standards, state relations, and developmental projects.

Phi Delta Kappa International

<http://www.pdkintl.org>

This important organization publishes articles about all facets of education—from school vouchers and charter schools to “new dimensions” in learning.

UNIT 3: Striving for Excellence: The Drive for Quality

Awesome Library for Teachers

<http://www.awesomelibrary.org>

Open this page for links and access to teacher information on everything from educational assessment to general child development topics.

Education World

<http://www.education-world.com>

Education World provides a database of literally thousands of sites that can be searched by grade level, plus education news, lesson plans, and professional-development resources.

EdWeb/Andy Carvin

<http://edwebproject.org>

The purpose of EdWeb is to explore the worlds of educational reform and information technology. Access educational resources around the world, learn about trends in education policy and information infrastructure development, examine success stories of computers in the classroom, and much more.

Kathy Schrock's Guide for Educators

<http://www.discoveryschool.com/schrockguide/>

This is a classified list of sites on the Internet found to be useful for enhancing curriculum and teacher professional growth. It is updated daily.

Teacher's Guide to the U.S. Department of Education

<http://www.ed.gov/pubs/TeachersGuide/>

Government goals, projects, grants, and other educational programs are listed here as well as many links to teacher services and resources.

UNIT 4: Values, Society, and Education

Association for Moral Education

<http://www.amenetwork.org/>

AME is dedicated to fostering communication, cooperation, training, curriculum development, and research that links moral theory with educational practices. From here it is possible to connect to several sites on ethics, character building, and moral development.

Child Welfare League of America

<http://www.cwla.org>

The CWLA is the United States' oldest and largest organization devoted entirely to the well-being of vulnerable children and their families. This site provides links to information about issues related to morality and values in education.

Ethics Updates/Lawrence Hinman

<http://ethics.sandiego.edu>

This site provides both simple concept definition and complex analysis of ethics, original treatises, and sophisticated search engine capability. Subject matter covers the gamut from ethical theory to applied ethical venues. There are many opportunities for user input.

The National Academy for Child Development

<http://www.nacd.org>

This international organization is dedicated to helping children and adults reach their full potential. Its home page presents links to various programs, research, and resources into such topics as ADD.

UNIT 5: Managing Life in Classrooms

Classroom Connect

<http://www.classroom.com>

This is a major Web site for K–12 teachers and students, with links to schools, teachers, and resources online. It includes discussion of the use of technology in the classroom.

Global SchoolNet Foundation

<http://www.gsn.org>

Access this site for multicultural educational information. The site includes news for teachers, students, and parents, as well as chat rooms, links to educational resources, programs, and contests and competitions.

Teacher Talk Forum

<http://education.indiana.edu/cas/tt/thtmg.html>

Visit this site for access to a variety of articles discussing life in the classroom. Clicking on the various links will lead you to electronic lesson plans covering a variety of topic areas from Indiana University's Center for Adolescent Studies.

UNIT 6: Cultural Diversity and Schooling

American Scientist

<http://www.amsci.org/amsci/amsci.html>

Investigate this site to access a variety of articles and to explore issues and concepts related to race and gender.

American Studies Web

<http://www.georgetown.edu/>

This site provides links to a wealth of resources on the Internet related to American studies, from gender studies to race and ethnicity. It is of great help when doing research in demography and population studies.

National Institute on the Education of At-Risk Students

<http://www.ed.gov/offices/OERI/At-Risk/>

The At-Risk Institute supports research and development activities designed to improve the education of students at risk of educational failure due to limited English proficiency, race, geographic location, or economic disadvantage.

Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity

<http://www.ed.gov/pubs/Prospects/index.html>

This report analyzes cross-sectional data on language-minority and LEP students in the United States and outlines what actions are needed to improve their educational performance. Family and economic situations are addressed. Information on related reports and sites is provided.

UNIT 7: Serving Special Needs and Concerns

Constructivism: From Philosophy to Practice

<http://www.stemnet.nf.ca/~elmurphy/emurphy/cle.html>

Here is a thorough description of the history, philosophy, and practice of constructivism, including quotations from Socrates and others, epistemology, learning theory, characteristics, and a checklist.

National Information Center for Children and Youth with Disabilities (NICHCY)

<http://www.nichcy.org/index.html>

NICHCY provides information and makes referrals in areas related to specific disabilities, early intervention, special education and related services, individualized education programs, and much more. The site also connects to a listing of Parent's Guides to resources for children and youth with disabilities.

UNIT 8: The Profession of Teaching Today

Teachers Helping Teachers

<http://www.pacificnet.net/~mandel/>

This site provides basic teaching tips, new teaching methodology ideas, and forums for teachers to share their experiences. Download software and participate in chat sessions. It features educational resources on the Web, and new ones are added each week.

The Teachers' Network

<http://www.teachers.net>

Bulletin boards, classroom projects, online forums, and Web mentors are featured on this site, as well as the book Teachers' Guide to Cyberspace and an online, 4-week course on how to use the Internet.

Teaching with Electronic Technology

<http://www.wam.umd.edu/~mlhall/teaching.html>

Michael Hall's Web site leads to many resources of value to those contemplating the future of education, particularly regarding the role of technology in the classroom and beyond.

UNIT 9: For Vision and Hope: Alternative Visions of Reality

Goals 2000: A Progress Report

<http://www.ed.gov/pubs/goals/progrpt/index.html>

Open this site to survey a progress report by the U.S. Department of Education on the Goals 2000 reform initiative. It provides a sense of what goals educators are reaching for as they look toward the future.

Mighty Media

<http://www.mightymedia.com>

The mission of this privately funded consortium is to empower youth, teachers, and organizations through the use of interactive

communications technology. The site provides links to teacher talk forums, educator resources, networks for students, and more.

Online Internet Institute

<http://www.oii.org>

A collaborative project among Internet-using educators, proponents of systemic reform, content-area experts, and teachers who desire professional growth, this site provides a learning environment for integrating the Internet into educators' individual teaching styles.

We highly recommend that you review our Web site for expanded information and our other product lines. We are continually updating and adding links to our Web site in order to offer you the most usable and useful information that will support and expand the value of your Annual Editions. You can reach us at: <http://www.mhcls.com/annualeditions/>.

UNIT 1

How Others See Us and How We See Ourselves

Unit Selections

1. **Five Trends for Schools**, Shelley Lapkoff and Rose Maria Li
2. **Squeeze Play**, Glenn Cook
3. **Testing 1, 2, 3**, Eric Hoover
4. **The 38th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools**, Lowell C. Rose and Alec M. Gallup

Key Points to Consider

- Describe the change in American population statistics between 1950 and the present. How have these changes affected education?
- How can we most accurately assess public perceptions of the educational system?
- What is the fundamental effect of public opinion on national public policy regarding educational development?
- Are SATs a good predictor of collegiate success?

Student Web Site

www.mhcls.com/online

Internet References

Further information regarding these Web sites may be found in this book's preface or online.

Charter Schools

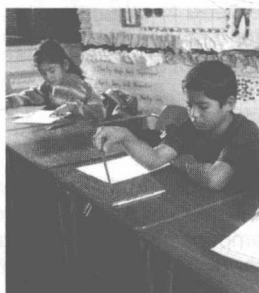
<http://www.edexcellence.net/topics/charters.html>

Pathways to School Improvement

<http://www.ncrel.org/sdrs/pathwayg.htm>

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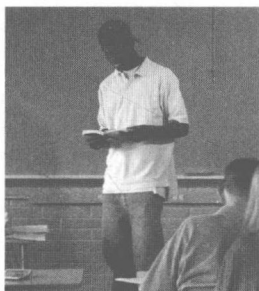
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UNIT 1 How Others See Us and How We See Ourselves

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- 1. Five Trends for Schools**, Shelley Lapkoff and Rose Maria Li, *Educational Leadership*, March 2007
 The authors describe the dramatic **demographic population shifts** that are challenging America's schools. **Five trends in American population development** are noted. Issues related to **immigration**, both legal and illegal, are discussed. They offer an optimistic perspective on all of this. 2
- 2. Squeeze Play**, Glenn Cook, *American School Board Journal*, January 2006
 The author discusses the political pressures on **American school board members**. The concept of **"local control" of American schools** is being altered in its meaning by pressures from state legislatures, Congress, and **national special interest pressure groups**. The author describes the dilemmas school board members face under these pressures. 7
- 3. Testing 1, 2, 3**, Eric Hoover, *The Chronicle of Higher Education*, January 6, 2006
 Efforts to reduce the emotional pressure on pre-college high school students taking the **Scholastic Aptitude Tests (SATs)** are discussed here. It is being proposed that the three sections of the SAT tests be taken by students over three days rather than one, as is now the case. 11
- 4. The 38th Annual Phi Delta Kappa/Gallup Poll of the Public Attitudes Toward the Public's Schools**, Lowell C. Rose and Alec M. Gallup, *Phi Delta Kappan*, September 2006
This annual poll of the public's attitudes toward the public school system continues to be a very valuable source of information on the American public's feelings concerning **public education in America**. 13

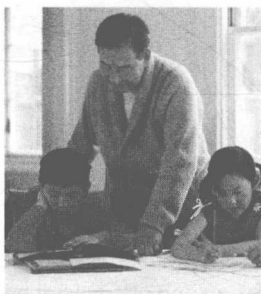


UNIT 2 Rethinking and Changing the Educative Effort

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- 5. Where Have All the Strong Poets Gone?**, Alan C. Jones, *Phi Delta Kappan*, April 2007
 The author makes a telling metaphorical point regarding where we are in current debate as to the **restructuring or renewal of American schooling**. We stand on the shoulders of intellectual giants. Where have they gone? What have we forgotten? 31

6. **George's Complaint**, Bruce Buxton, *Phi Delta Kappan*, April 2007
 The author seeks the perilous road toward **school reform**. He speaks to the rhetoric of school change and improvement. He argues that we are beyond the rhetoric of "slaying dragons" and into a more insightful world of educational critique. It is an incisive analysis of the **school reform debate**. 34
7. **Qualities of Democracy**, JoAnn Klinker, *Journal of Thought*, Summer 2006
 The author encourages reflection on the form of change needed in the **structure of American schooling**. She addresses the need to take into account the **cultural contexts of schooling**. She argues for **democratic community involvement** in our efforts to reorganize American school systems. 37
8. **Friendly Competition**, George M. Holmes, Jeff Desimone, and Nicholas G. Rupp, *Education Next*, Winter 2006
 The authors of this essay deal with the question as to what extent the existence of **charter schools** might motivate or cause improvements in **public schools**. They discuss the difficulties encountered when attempting to answer this question accurately. They argue that the presence of **charter school competition** increases traditional **public school** performance by about 1 percent. 43
9. **A Coming Crisis in Suburban Schooling?**, Lewis Andrews, *The American Enterprise*, July/August 2006
 The author discusses major structural issues confronting **American suburban school districts**. The political reality of schooling in the American suburbs is laid bare for all to see. The author argues that vested professional and local political interests are securely in control of suburban schooling in America. 46
10. **Affecting Social Change**, William C. Sewell, *Educational Foundations*, Fall 2005
 The author argues that educators must take a stand against **Federal and State mandates**, which most financially pressured school systems cannot afford to meet. The author notes that while **Federal financing** levels have been reduced, school systems are asked (or required) to increase levels of **student performance**. **Change in education** seems to be the theme; the conclusion, however, is ambiguous at best. 49
11. **The Agony of American Education**, Lisa Snell, *Reason Magazine*, April 2006
 The author discusses public **school reform** in the context of the 1990s and today. The concept of **public school funding following the children** is discussed. What the San Francisco public schools have done to change student performance is discussed. The author proposes broader parameters for the concept of **school choice with public moneys**. 54



UNIT 3

Striving for Excellence: The Drive for Quality

Unit Overview

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12. **Why We Can't Always Get What We Want**, Barbara Bartholomew, *Phi Delta Kappan*, April 2007

The author discusses means to increase levels of **intrinsic motivation** of students to learn. She offers an insightful first-person account as to how teachers and students, working together, can improve **student motivation and academic performance**. Issues regarding the teaching and **learning processes in schools** are squarely confronted.

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13. **Bridging the Gap Between Research and Practice**, Stephen H. Davis, *Phi Delta Kappan*, April 2007

This is an insightful introduction for teachers as to **what is "good" for students' learning in schools**. The author attempts to bridge the gap between **educational theory and practice**. The **language clarity gap** between academic **scholars in education and classroom teachers** in the schools is well described.

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14. **What Colleges Forget to Teach**, Robert P. George, *City Journal*, Winter 2006

The author contends that colleges should prepare students to understand better the history of **American civilization** and not simply to focus on class, race, and gender issues or differences. He relates the educational mission of colleges teaching young adults to the broader **cultural and political traditions** of the nation. What he argues applies to the mission of secondary schools and the education of adolescents. **Civic education** must be our focus.

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15. **Assessing Applied Skills**, Joe DiMartino and Andrea Castenada, *Educational Leadership*, April 2007

The authors discuss **applied skills in school learning**. They advocate very useful **skill development for students** which will improve their performance in schools. They describe examples of how authentic individualized **"project" approaches** to schooling can optimize **student learning and performance**.

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16. **Help for Stressed Students**, Denise Clark Pope and Richard Simon, *Educational Leadership*, April 2005

The authors discuss the serious problem of emotional stress among students. It can deeply affect **students' progress** in schools. Specific suggestions as to what to do with **stressed students** are offered. This article is especially relevant for **adolescent learners**.

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17. **When Mama Can't Read**, Kathleen S. Cooter, *The Reading Teacher*, April 2006

The matter of how to address the problem of **intergenerational illiteracy** is addressed in this essay. The concept is clearly defined and what strategies may be adopted by teachers to break the chain of intergenerational illiteracy are offered. Very specific and helpful strategies are presented for advancing the literacy skills of children from **illiterate parents**.

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UNIT 4

Values, Society, and Education

Unit Overview

18. **Putting a Stop to Slave Labor**, Bryan Welch, *Utne Reader*, March/April 2007

The author addresses the issue of **illegal immigration** and offers what he believes to be a **moral solution** to it. He clarifies this vital issue and dramatizes the enormous moral dimensions of it. Illegal immigration (the author says) is a testament to our hypocrisy (as a nation).

19. **Creating Moral Schools**, Bruce Law, *Educational Horizons*, Fall 2005

The author argues that schools can and should promote basic **moral values**. He argues for a concept called **Critical Friends Groups** (CFGs), and he says that through this effort we can make basic principles of morality a part of school life. He argues for the theory of "collective intentionality" in the effort to create "moral" schools, and discusses how this can be done. He applies John Rawl's theory of justice to schooling.

20. **Promoting Altruism in the Classroom**, E.H. Mike Robinson III and Jennifer R. Curry, *Childhood Education*, Winter 2005/2006

The authors present ideas on how to teach about **altruism** in educational settings, especially in classrooms. They raise the question as to how we can teach students about self-sacrifice, not contingent on reward. They argue that teachers can be great role models to their students regarding caring, compassionate behavior toward others.

21. **"In the End You Are Sure to Succeed"**, Harold Holzer, *OAH Magazine of History*, January 2006

The author provides us with **Abraham Lincoln's** ideas on personal **perseverance**, a very important value. The author found this anecdote among Lincoln's private papers.

22. **Character and Academics**, Jacques S. Benninga et al., *Phi Delta Kappan*, February 2006

The authors present a strong argument that well defined and implemented **character education** programs should exist alongside traditional academic programs in the schools. Students need to learn about such values as respect for person, civility, honor, perseverance, and many others.

23. **Should We Teach Patriotism?**, Diane Ravitch, *Phi Delta Kappan*, April 2006

The author reminds us that historically the schools have taught students about patriotism and responsible citizenship. The public schools have historically taught this nation's **democratic ideology**.



UNIT 5

Managing Life in Classrooms

Unit Overview

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24. **Discipline**, Doris Walker-Dalhouse, *Childhood Education*, Fall 2005

The author cites research that reflects the existence of **prejudice** against **African American and Hispanic males** in majority member teachers' disciplinary practices in their classrooms. Cultural minority students tend to receive more severe **disciplinary actions** than their white counterparts. **Marva Collins'** methods of **classroom management** are described.

114

25. **School Resource Officer Programs**, Peter Finn, *FBI Law Enforcement Bulletin*, August 2006

The author describes "**School Resource Officer**" programs in public schools (SROs) and how they work. This is a private voluntary program to improve **school discipline**. A rationale is provided as to how SROs can prevent or at least ameliorate **school discipline problems**.

120

26. **Are Public Schools Successful?**, Robert Craig, *Educational Horizons*, Summer 2006

The author argues that public schools in America have fallen short of the original goals of the "**common school**" **movement** of the nineteenth century. His critique is brief, yet insightful and believable. This is a very caring essay regarding the overwhelming problems of **American public schooling**.

124

27. **A Uniform Look**, Yasmine L. Konheim-Kalkstein, *American School Board Journal*, August 2006

The author discusses the pros and cons of students being required to wear **uniforms in schools**. It is a fairly comprehensive discussion of the issues involved in this practice. The effects of school uniforms on the maintenance of **school discipline** and how it affects **classroom management** in schools is well argued.

126

28. **Dealing with Rumors, Secrets, and Lies**, Betsy Lane, *Middle School Journal*, January 2005

The author discusses, in very interesting detail, how girls and boys will use **lies and rumors** to achieve their **personal goals** in their social lives, and offers suggestions on how to reach out to students.

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UNIT 6

Cultural Diversity and Schooling

Unit Overview

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29. **As Diversity Grows, So Must We**, Gary R. Howard, *Educational Leadership*, March 2007

The author addresses the issue of **cultural diversity in schools** with good insight and an understanding of **demographic change** in schools. He suggests five phases of **professional development** for educators for assisting them to adjust to this social phenomenon.

136

30. **What Families Want**, Deborah Wadsworth and Michael Hamill Remaley, *Educational Leadership*, March 2007
The authors discuss what families hope for in their students' schooling. They note that **cultural minority students and parents** are more likely to be dissatisfied with their public schools curricula. 140
31. **Where Is Equity in the National Standards?**, Barbara Beyerbach and Thurman D. Nassoii, *Scholar-Practitioner Quarterly*, Summer 2004
The authors have done an interesting review of **national standards** for **teacher certification**, which addresses **cultural equity issues** in teacher education programs. Their analysis is clear. The authors express well their concerns for how the national standards for teaching movement influences **social equity issues** in schools. 143
32. **Researching Historically Black Colleges**, Matthew J. Paris and Marybeth Gasman, *Multicultural Review*, Summer 2006
The authors provide us with archival sources of the **historically Black African American college system** in America (both public and private). They present an informative view of the development of **Black higher education** in the nineteenth and twentieth centuries. 150
33. **"Not Writing It Out But Writing It Off"**, Jorgelina Abbate-Vaughn, *Multicultural Education*, Summer 2006
The author discusses the issues involved in preparing **multicultural teachers** for urban classroom teaching positions. This is an excellent and well-documented article on **teaching in urban schools** in America. This is a case study on **teacher preparation**. **Multicultural education** as a part of teacher preparation is emphasized. 158
34. **Mélange Cities**, Blair A. Ruble, *Wilson Quarterly*, Summer 2006
The author discusses the phenomenon of **immigration** into major North American cities. He argues that new immigrants are frequently a great benefit to society. **Montreal, Canada** is used as an example. An international perspective is taken by the author in documenting his argument that immigration can be a positive force in **urban development**. 164



UNIT 7

Serving Special Needs and Concerns

Unit Overview 166

35. **Self-Regulation**, Linda Groves Gillespie and Nancy L. Seibel, *Young Children*, July 2006
The authors discuss the topic of **self-regulation** as an important dimension of human life. What they have to say on this matter is of great importance to everyone. The self-regulation develops in early childhood and its importance is great even in the last stages of life. The authors describe eight **temperament traits** in **early childhood development**. 168
36. **City's Pupils Get More Hype than Hope**, Sol Stern, *City Journal*, Winter 2006
The author explores political dimensions of operations in urban school systems, and he is critical of the effectiveness of **mayoral control of major city school systems**. He argues that much publicity is addressed to parents and students, yet there is less hope for students because of the political power plays for control of **urban school systems**. 173