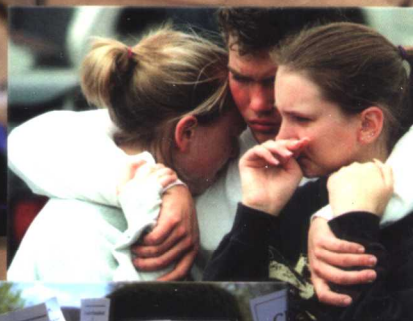


JOEL SPRING

AMERICAN EDUCATION



TENTH EDITION



American Education

TENTH EDITION

Joel Spring
New School University



Boston Burr Ridge, IL Dubuque, IA Madison, WI New York
San Francisco St. Louis Bangkok Bogotá Caracas Kuala Lumpur
Lisbon London Madrid Mexico City Milan Montreal New Delhi
Santiago Seoul Singapore Sydney Taipei Toronto

McGraw-Hill Higher Education

A Division of The McGraw-Hill Companies

Published by McGraw-Hill, an imprint of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, NY 10020. Copyright © 2002, 2000, 1998, 1996, 1994, 1991, 1989, 1985, 1982, 1978 by The McGraw-Hill Companies, Inc. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

This book is printed on acid-free paper.

3 4 5 6 7 8 9 0 FGR/FGR 0 9 8 7 6 5 4 3 2

ISBN 0-07-239778-0

Editorial director: *Jane Karpacz*
Sponsoring editor: *Beth Kaufman*
Editorial assistant: *Terri Wise*
Senior marketing manager: *Daniel M. Loch*
Senior project manager: *Jean Lou Hess*
Production supervisor: *Carol A. Bielski*
Media producer: *Lance Gerhart*
Designer: *Damian Moshak*
Cover designer: *Joann Schopler*
Supplement producer: *Nate Perry*
Typeface: *10/12 Palatino*
Compositor: *ElectraGraphics, Inc.*
Printer: *Quebecor World Fairfield Inc.*

Library of Congress Cataloging-in-Publication Data

Spring, Joel H.

American education / Joel Spring.

p. cm.

Includes bibliographical references (p.) and index.

ISBN 0-07-239778-0 (alk. paper)

1. Education—Social aspects—United States. 2. Education—Political aspects—United States. 3. Educational equalization—United States. 4. Education and state—United States.
I. Title.

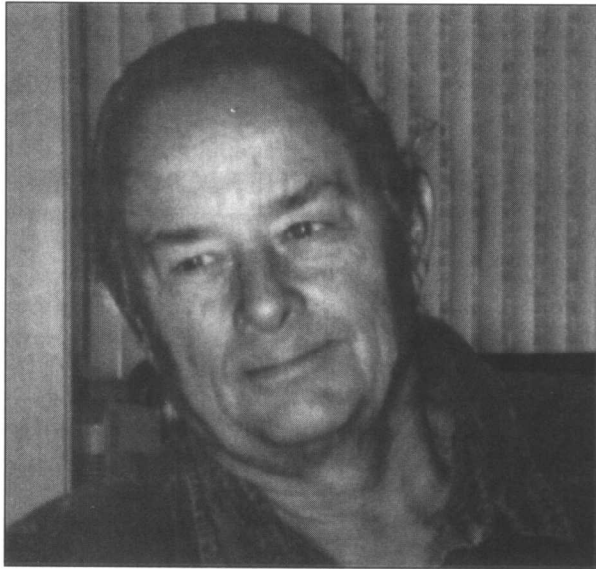
LC191.4.S684 2002

370.973—dc21

2001040332

www.mhhe.com

About the Author



JOEL SPRING is on the faculty of the New School University. He received his Ph.D. in educational policy studies from the University of Wisconsin. His major research interests are history of education, multicultural education, Native American culture, the politics of education, global education, and human rights education. He is the author of many books, the most recent of which are *Education and the Rise of the Global Economy*; *The Universal Right to Education: Justification, Definition, and Guidelines*; and *Globalization and Educational Rights*.

Preface

I changed several chapters in this edition to provide a more focused discussion of student diversity, social class, race, and federal and state control of education. In addition, I updated all chapters and added new sections to several chapters. In this new edition, Chapter 4 concentrates on the issue of equality of opportunity and social class and Chapter 5 focuses on equality of educational opportunity as related to race, gender, and special needs. Chapter 6 is a new chapter on the diverse student population of U.S. schools. I have combined previous chapters on state and federal control into a new Chapter 9 titled "Power and Control at the State and National Levels: Accountability, High-Stakes Testing, School Violence, the Reading and Math Wars, and Private Foundations." In addition, I have added a new section "The Internet and E-Learning" to Chapter 10.

The following is a summary of these changes.

- New title for Chapter 4: Equality of Opportunity and Social Class
- New sections in Chapter 4
 - Equality of Opportunity and American Schools
 - Social Class and Education
 - Quality of City Schools
- New title for Chapter 5: Equality of Educational Opportunity: Race, Gender, and Special Needs
- New sections in Chapter 5
 - The Law, Race, and Equality of Educational Opportunity
 - The Meaning of Race
 - The Economic Value of Being a Male
- New Chapter 6: Student Diversity
- New sections in Chapter 6
 - Is It Hispanic or Latino?
 - The Changing Population of U.S. Schools
 - Educational Experiences of Immigrants to the United States
 - Immigrant Languages
 - Are U.S. Teachers Prepared for Language Diversity?
 - Hispanic/Latino/Latina Students and U.S. Schools

- New sections in Chapter 8
 - Characteristics of Charter Schools
 - Charter Schools and Privatization
 - Charter School Students
 - Charter Schools and Teachers' Unions
 - Commercialism in Schools
- New Chapter 9: Power and Control at the State and National Levels: Accountability, High-Stakes Testing, School Violence, the Reading and Math Wars, and Private Foundations
- New sections in Chapter 9
 - The Relationship of Federal and State Control over Education
 - Accountability and High-Stakes Tests as Part of State and Federal School Reform
 - The Backlash to High-Stakes Testing
 - Cheating on High-Stakes Tests
 - A Case Study: Student Violence and Federal Action
 - Should State and Federal Politics Determine Methods of Instruction: The Reading and Math Wars
 - Private Foundations: The Invisible Power in Education
- New sections to Chapter 10
 - The Internet and E-Learning
 - Humanistic Social Efficiency for the Twenty-First Century

THE MODERN VERSUS THE POSTMODERN TEXTBOOK

On American soil, the modern textbook was born in the seventeenth century with the publication of the *New England Primer*. The authoritarian methodology of the book set the tone for future textbooks. Students were required to memorize and recite phrases, such as "In Adam's fall we sinned all." The book was not designed to entertain, but was organized for memorization. Students probably found themselves nodding off to sleep as they tried to concentrate on the book's dull prose. It would almost seem that the birth of the modern textbook was accompanied by a license to torture students.

Things got worse by the twentieth century. At least earlier textbooks were not contaminated by a false sense of being scientific and by the managerial approaches of modern corporations. In their quest to be scientific, educators stripped textbooks of language that did not fit into preconceived word lists. Adding the final touch to modern textbooks, publishers introduced concepts of team management to the writing process. Individual authorship was replaced with teams of technical writers working under the direction of an editor. The author supplied the ideas and the book was written by the team. Created in this manner, textbooks sunk to their lowest levels.

The postmodern textbook breaks with these traditions. While it is still concerned with instruction, the postmodern textbook avoids an authoritarian approach to knowledge and a format designed for memorization of content. In

"From the Ivory Tower to the Bottom Line: College Textbook Publishing from an Editor's Perspective," Naomi Silverman outlines the following five characteristics of the postmodern textbook:¹

1. The postmodern textbook creates a dialogue between the student and the text. While information and data are transmitted to the reader, the information is presented in a manner that raises questions in the mind of the reader.
2. Postmodern textbook writers do not claim they are presenting an "authoritative, neutral, objective, unchanging source of knowledge." In fact, a problem with most textbooks is that they appear to be presenting "truth" to the reader when there continues to exist debates about the nature of truth in most fields of knowledge.
3. The postmodern textbook is an original piece of scholarship as opposed to a compendium of supposedly objective information. Authors provide their own interpretation and synthesis of material.
4. The postmodern textbook provides a context for knowledge by discussing the history of ideas and the impact of social and political forces.
5. The author is concerned with telling a story through the introduction of anecdotal narrative material. The postmodern textbook provides the student with an opportunity for critical thinking and intellectual enjoyment.

American Education reflects Silverman's ideas regarding the postmodern textbook. The book is organized to raise questions and create a dialogue with the text. The goal is to require the reader to think about the material—not to memorize it for a multiple-choice test. Most sections of the book contain original interpretations. Rather than including a separate section on the history of education, I have woven historical material into each chapter. The historical background provides a context for understanding the ideas and information being presented. Finally, I use a narrative style in many chapters. My goal is for readers to think about the field of education and derive intellectual pleasure from engaging in a debate with the text.

A GUIDE TO WEBSITES IN EDUCATION

I. Best Sites for General Information about Education

Classroom Connect (<http://www.classroom.net>). This is a good source of information for K–12 educators. This site has links to software, seminars, books, newsgroups, schools, and search engines.

Education Week and Teacher Magazine (<http://www.edweek.org>). This is the best source for general news about education. The site contains an archival-search engine that allows users to locate stories according to subject.

Educational Resources Information Center, or ERIC (<http://www.accesseric.org81>). This U.S. government site provides access to thousands of articles and studies on a vast range of education topics.

¹ Naomi Silverman, "From the Ivory Tower to the Bottom Line: College Textbook Publishing," *Perspectives on Textbooks and Society* (NY: State University of New York Press, 1992).

National Center for Education Statistics, or NCES (<http://nces.ed.gov>). The search engine at this site provides access to a vast collection of statistical data on education.

II. Best Sites for Teacher Information

A Teacher's Guide to the Department of Education (<http://www.ed.gov/pubs/TeachersGuide>). This site is a guide to government information, projects, classroom material, and other topics relevant to teaching.

American Federation of Teachers, or AFT (<http://www.aft.org/>). This site contains general information about the union and union policy statements. It is an important source of information about union activities regarding the profession of teaching.

Council of Chief State School Officers, or CCSSO (<http://www.ccsso.org/>). This is an important site for tracking the progress of CCSSO's project Interstate New Teacher Assessment and Support Consortium (INTASC). In the process of establishing uniform-state licensing procedures, INTASC is defining the content of undergraduate instruction in teacher education. This site is also an excellent source for many reports about education.

Global Schoolhouse (<http://www.gsh.org/>). Sponsored by Microsoft and MCI, this site provides lesson plans covering all aspects of teaching, information on planning courses, ideas for motivating students, and a compendium of useful resources.

National Education Association, or NEA (<http://www.nea.org>). This site contains general information about the union and union policy statements. It is an important source of information about union activities regarding the profession of teaching.

III. Other Websites of Importance for Educators

Charter School Research (<http://csr.syr.edu/>). This is an excellent source for information on charter school research, state policies, and new charter schools.

Christian Coalition (<http://www.cc.org>). Currently, this Fundamentalist Christian organization is having a major impact at the local and national levels on the content of textbooks, school choice and charter schools, sex-education courses, the teaching of evolution and creationism, and the issue of religious rights in school.

Education Commission of the State (<http://www.ecs.org/>). This site is a source for general information and reports on national educational issues.

Education Excellence Network (<http://www.edexcellence.net/index.html>). This is a conservative network promoting national standards and Eurocentric education.

National Research Center on Student Learning (<http://alan.lrde.pitt.edu:80/lrde>). This site provides the latest research material on student learning.

People for the American Way (<http://www.pfaw.org/>). This is a liberal organization that monitors the religious right's influence on public schools. The organization is concerned with censorship of textbooks and school library books.

Only A Teacher Video Series

American Education is accompanied by the **Only A Teacher Video** series, produced and directed by Claudia Levin, and as shown on PBS. **Only A Teacher** is the first documentary to explore the diverse faces and many roles of the American teacher from the 1820s through the present. The program takes the form of a dialogue between past and present, as contemporary teachers reflect on many of the same issues that have confronted their predecessors over the past 180 years. The series combines thoughtful commentary, teacher interviews and classroom footage with archival materials to convey teachers' own experiences and attitudes about their work.

The series contains three, one-hour segments:

Episode One, **A Teacher Affects Eternity**, begins during the Common School Era (1830s–1880s), as free public schooling spread across the expanding nation and women began filling out the ranks of teachers. This program explores the ongoing importance of teachers in the lives of their students, emphasizing their crucial influence as role models and upholders of society's norms.

Episode Two, **Those Who Can . . . Teach**, considers teachers in their profession, tracing the early development of school bureaucracies and the attendant rise of teachers' unions. This episode also looks at teacher training, salaries, and working conditions, and exposes America's ambivalence toward a profession practiced mostly by women.

Episode Three, **Educating to End Inequity**, delves into teachers' efforts to level the educational—and social—playing field for their students.

For more information on this series, please visit www.pbs.org/onlyateacher.

Contents

Part One THE SCHOOL AND THE SOCIAL ORDER

1. The Purposes of Public Schooling	3
<i>The Political Purposes of Schooling</i>	5
<i>The Social Purposes of Schooling</i>	10
<i>The Economic Purposes of Schooling</i>	16
<i>The Economic Purposes of Schooling in a Global Economy</i>	17
<i>Human Capital and the Role of Business in American Education</i>	19
<i>Issues about Human Capitalism</i>	20
<i>Conclusion</i>	21
<i>Suggested Readings and Works Cited in Chapter</i>	21
2. The Profession of Teaching	24
<i>Teacher Education in a Global Economy</i>	26
<i>Current Issues in Teacher Education</i>	29
<i>Control Through Testing: National Licensing and Certification</i>	29
<i>National Licensing</i>	31
<i>National Certification</i>	32
<i>National Council for Accreditation of Teacher Education (NCATE)</i>	34
<i>Career Ladders and Salary Increases</i>	34
<i>Teacher Education</i>	37
<i>The Rewards of Teaching</i>	39
<i>Working Conditions</i>	42
<i>Conclusion</i>	45
<i>Suggested Readings and Works Cited in Chapter</i>	45

3. Teachers' Unions and Teacher Politics	48
<i>Differences between the Two Unions</i>	49
<i>A Brief History of the National Education Association (NEA)</i>	50
<i>A Brief History of the American Federation of Teachers (AFT)</i>	52
<i>The NEA and the AFT Today</i>	55
<i>A Case Study: Tom Mooney, AFT Vice President and President of the Ohio Federation of Teachers</i>	57
<i>Salaries and Teacher Strikes</i>	64
<i>Conclusion</i>	67
<i>Suggested Readings and Works Cited in Chapter</i>	68
4. Equality of Opportunity and Social Class	69
<i>Education and Income in the Global Economy</i>	70
<i>Equality of Opportunity and American Schools</i>	71
<i>Social Class and Education</i>	74
<i>Education, Social Class, and Equality of Opportunity</i>	76
<i>Inequalities in School Expenditures</i>	82
<i>Savage Inequalities</i>	86
<i>Quality of City Schools</i>	88
<i>Social Reproduction</i>	89
<i>Should Tracking and Ability Grouping Be Abolished?</i>	91
<i>Resistance</i>	92
<i>Parental Involvement</i>	94
<i>Conclusion</i>	94
<i>Suggested Readings and Works Cited in Chapter</i>	95
5. Equality of Educational Opportunity: Race, Gender, and Special Needs	97
<i>The Law, Race, and Equality of Educational Opportunity</i>	99
<i>The Meaning of Race</i>	100
<i>Race and Social Class</i>	102
<i>The Economics of Racism</i>	103
<i>Defining Racism</i>	104
<i>Race, Social Class, and Equal Educational Opportunities</i>	106
<i>Teaching About Racism</i>	107
<i>The Future of Desegregation</i>	109
<i>Second-Generation Segregation</i>	110
<i>Segregation and Political Power</i>	111
<i>The Economic Value of Being a Male</i>	112
<i>The Recent Struggle for Equal Education for Women</i>	113
<i>Sexism and Education</i>	114
<i>Students with Special Needs</i>	119
<i>Inclusion</i>	120
<i>Teachers Resist the Call for Inclusion</i>	122

Conclusion	123
<i>Suggested Readings and Works Cited in Chapter</i>	123
6. Student Diversity	126
<i>Is It Hispanic or Latino?</i>	129
<i>The Changing Population of U.S. Schools</i>	130
<i>Educational Experiences of Immigrants to the United States</i>	131
<i>Immigrant Languages</i>	133
<i>Are U.S. Teachers Prepared for Language Diversity?</i>	136
<i>Hispanic/Latino/Latina Students and U.S. Schools</i>	137
<i>Asian-American Students and U.S. Schools</i>	142
<i>Native American Students and U.S. Schools</i>	147
Conclusion	152
<i>Suggested Readings and Works Cited in Chapter</i>	152
7. Multicultural Education	155
<i>Dominated Cultures: John Ogbu</i>	156
<i>Empowerment through Multicultural Education: James Banks, Sonia Nieto, and Critical Pedagogy</i>	158
<i>Educating for Economic Power: Lisa Delpit</i>	160
<i>Ethnocentric Education</i>	161
<i>The Struggle over Bilingual Education and ESL</i>	164
<i>Bicultural Education: Is This the Answer?</i>	168
<i>Globalization: Language and Cultural Rights</i>	169
Conclusion	172
<i>Suggested Readings and Works Cited in Chapter</i>	172

Part Two

POWER AND CONTROL IN AMERICAN EDUCATION

8 Local Control, Home Schooling, Choice, Charter Schools, Privatization, and Commercialism	177
<i>The Education Chair</i>	177
<i>School Boards</i>	178
<i>Who Knows Their School Board Members?</i>	180
<i>Educational Bureaucracy</i>	182
<i>Site-Based Management</i>	183
<i>Home Schooling</i>	183
<i>School Choice</i>	187
<i>Charter Schools</i>	190
<i>For-Profit Schools and Privatization</i>	193

<i>Commercialism in Schools</i>	196	
<i>Conclusion</i>	197	
<i>Suggested Readings and Works Cited in Chapter</i>	198	
 9. Power and Control at the State and National Levels: Accountability, High-Stakes Testing, School Violence, the Reading and Math Wars, and Private Foundations		200
<i>The Relationship of Federal and State Control Over Education</i>		203
<i>Accountability and High-Stakes Tests as Part of State and Federal School Reform</i>	205	
<i>The Backlash to High-Stakes Testing</i>	208	
<i>Cheating on High-Stakes Tests</i>	211	
<i>A Case Study: Student Violence and Federal Action</i>	214	
<i>Should State and Federal Politics Determine Methods of Instruction: The Reading and Math Wars</i>	216	
<i>Private Foundations: The Invisible Power in Education</i>	217	
<i>Should the Role of Politicians in Education Be Limited by Eliminating Compulsory-Education Laws?</i>	219	
<i>Conclusion</i>	223	
<i>Suggested Readings and Works Cited in Chapter</i>	223	
 10. Textbooks, Curriculum, Internet E-Learning, and Instruction		226
<i>Textbooks</i>	228	
<i>Curriculum Standards and the Political Nature of Knowledge</i>	232	
<i>Curriculum</i>	236	
<i>John Dewey and Progressive Education</i>	241	
<i>Humanistic Social Efficiency for the Twenty-First Century</i>	242	
<i>The Internet and E-Learning</i>	243	
<i>Instruction</i>	246	
<i>Critical Pedagogy</i>	249	
<i>Conclusion</i>	252	
<i>Suggested Readings and Works Cited in Chapter</i>	253	
 11. The Courts and the Schools		256
<i>Compulsion and Religion</i>	258	
<i>School Prayer, Bible Reading, and Meditation</i>	261	
<i>Student Prayers</i>	263	
<i>Public Aid to Private School Students</i>	264	
<i>Secular Humanism and the Religion of Public Schools</i>	267	
<i>Evolution and Creationism</i>	270	
<i>Parents' Rights</i>	271	
<i>Teachers' Rights</i>	273	

<i>The Liability of Teachers</i>	277
<i>Teachers' Private Lives</i>	278
<i>Students' Rights</i>	280
<i>Schooling as a Property Right</i>	283
<i>Do School Authorities Have the Right to Beat Children?</i>	284
<i>The Language of the Schools</i>	286
<i>School Finances</i>	287
<i>Conclusion</i>	289
<i>Suggested Readings and Works Cited in Chapter</i>	289
 <i>Index</i>	 293

PART ONE

*The School and the
Social Order*

The Purposes of Public Schooling

Grading parents? In the fall semester of 2000, thirty Chicago public schools sent home parental report cards along with student report cards. Instructions told parents to grade themselves in several categories that included reading to their children, checking homework, and getting students to school on time. Parents were expected to review the self-graded report card with their child's teacher. Eventually, teachers will be required to directly grade parents. Juan Rangel, the head of the United Neighborhood Organizations of Chicago, the major organization promoting parental grading, asserted, "We believe that parents are ready to be held accountable, because it's in the best interests of their children. We need to stop making excuses as to why parents can't be involved with their children." *Education Week* reporter Robert C. Johnston interviewed two parents, Teresa Burciaga and Uriel Sanchez after they received their grade from their son's fourth grade teacher. "We got two D's," Mr. Sanchez told Johnston. "It's important to know. We need to do a better job checking homework."

At first glance, grading parents seems like a well-intentioned effort to involve parents in their children's education; however, parental grading raises issues regarding the goals of public schools. Parental reporting is designed to change parental behavior to meet the needs of public schools. The next logical step would be for the school to determine if the home environment is conducive to learning. Should public school officials and teachers become directly involved in the family life of their students? Are there to be boundaries to the actions of public schools? What happens if parents object to the intrusion of the school into family life?

Can public schools save marriages? That's the hope of Florida's lawmakers. On January 1, 1999, Florida became the first state to require public high schools to teach marriage and relationship skills. According to *The New York Times* reporter Tamar Lewin, "Given the nation's high divorce rates, some educators and social policy analysts say schools have an obligation to help students think . . . about the role that marriage has played in history and the deeper issues of love, intimacy and commitment."