# Teachers, Schools, Society



Myra Pollack Sadker David Miller Sadker

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### Myra Pollack Sadker

Late Professor, The American University

**David Miller Sadker** 

The American University



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#### TEACHERS, SCHOOLS, AND SOCIETY, FIFTH EDITION

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# **About the Authors**

**Dr. Myra Sadker** was professor of Education and Dean of the School of Education until 1995. Dr. Sadker wrote the first book on gender bias in America's schools in 1973, and became a leading advocate for equal educational opportunities. She died while undergoing treatment for breast cancer in 1995. In her name, *Myra Sadker Advocates* was established to continue her efforts and create more equitable and effective schools. You are invited to learn more about Myra's contributions and the work of Myra Sadker Advocates by visiting the website established in her name: www.sadker.org

**Dr. David Sadker** is a professor at The American University (Washington, DC) and has taught at the elementary, middle school and high school levels. David Sadker has been a teacher educator for three decades, conducting teacher preparation programs both in the United States and overseas. Dr. Sadker and his late wife gained a national reputation for their work in confronting gender bias and sexual harassment. He has directed more than a dozen federal education grants, authored five books and more than seventy-five articles in journals such as *Phi Delta Kappan*, *Harvard Educational Review*, and *Psychology Today*. His research and writing document sex bias from the classroom to the boardroom. He has published and trained in areas ranging from bias in professional communications to sexual harassment, from effective strategies in management to effective strategies in the classroom.

The Sadkers' work has been reported in hundreds of newspapers and magazines, including USA Today, USA Weekend, Parade Magazine, Business Week, The Washington Post, The London Times, The New York Times, Time, and Newsweek. They appeared on local and national television and radio shows, such as The Today Show, Good Morning America, The Oprah Winfrey Show, Phil Donahue's The Human Animal, National Public Radio's All Things Considered, and twice on Dateline: NBC with Jane Pauley. The Sadkers received the American Educational Research Association's award for the best review of research published in the United States in 1991, professional service award in 1995, and the Eleanor Roosevelt Award from The American Association of University Women in 1995. The Sadkers' book, Failing at Fairness: How Our Schools Cheat Girls, was published by Touchstone Press in 1995.

## **Preface**

We want you to enjoy reading this textbook and to learn a great deal. We have written this book to share with you the excitement we feel about teaching.

Teachers, Schools, and Society is designed for introductory courses in teacher education variously labeled Introduction to Education; Introduction to Teaching, Schools, and Society; or Foundations of Education. The primary intent of such a course, whatever its label, is to provide you with sufficiently broad yet detailed exposure to the realities of teaching. The text should help you answer those all-important questions: Do I want to become a teacher? What do I need to become the best teacher possible? What should a professional in the field of education know? To help you answer these questions, we offer a panoramic and stimulating view of education.

### **Content Coverage**

We have elected to view the field from several vantage points. In Part One, you will see the world of teachers and students from a new perspective—the teacher's side of the desk. In Part Two, your field of vision will be widened, so that you can examine the structure, culture, and curriculum of that complex place called school. Part Three then examines the broad forces (historical, legal, financial, organizational, and philosophical) that provide an educational foundation. In Part Four, you will have a chance to examine, debate, and speculate about issues and trends. Following each of the four parts are *Inter-missions*, based on the *INTASC* principles. The *Inter-missions* offer you the opportunity to develop crucial skills related to the teaching profession and to start your teaching portfolio. The *Appendix* contains information about teacher licensing, including relevant addresses; National Teacher Examination Information; and an *Observation Manual* with guidelines and strategies for collecting important information about teaching as you observe in schools.

### **Style of Presentation**

The trouble with panoramic views is that the observer is often at such a distance from what is being viewed that all richness of detail is lost. Vague outlines devoid of human interaction dominate the scene. To clear this haze, at various points throughout the text we have replaced our wide-angle lens with a more intimate view that captures the human drama as well. For example, in many chapters, we introduce traditionally dry, abstract topics with illustrative scenarios that help personalize and dramatize the topic at hand. The *In the News* feature offers insightful, humorous, and poignant educational news items taken from newspapers, the Internet, and the popular press. *Class Acts* offer personal insights into teaching and schooling. Several "pop" quizzes probe your prior knowledge and beliefs and introduce, even

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personalize, governance, law, and philosophy. We hope that these stylistic elements, along with a writing style that is deliberately informal rather than academic, will add spice and human interest to the text.

### **Changes in This Edition**

This fifth edition of *Teachers, Schools, and Society* is designed to improve an already comprehensive text through the following changes:

#### New features include

Class Acts is a collection of personal stories by exceptional students and teachers.

*Inter-missions* include activities to help you reflect on teaching, build a portfolio, and enhance your understanding of the concepts in this text. (The *Inter-missions* are based on the *INTASC* standards.)

In the News provides recent, relevant, humorous, and poignant stories taken from the pages of today's newspapers and the Internet.

Our Textbook Web site: www.mhhe.com/sadker

*Photos in Contrast* offers visual evidence of how education is shaped by time, economics, and culture.

Focus Questions and Chapter Previews offer an initial overview of chapter highlights.

Key Terms and People and chapter Summaries pull together the main ideas discussed in each chapter.

- New/expanded topics and issues. Topics receiving increased attention in this edition include induction, technology, ethics, student diversity, multiple and emotional intelligences, national standards and testing, and the emergence of EMOs (Educational Maintenance Organizations).
- New chapters. A chapter on the induction period, "Your First Classroom," has been added, exploring the issues and resources that are a part of that first teaching experience. "Technology in Education" also is new, offering insights into the fast pace of computer technology in schools. To make room for these additions, we have combined former Chapters 10 and 12 into "Financing and Governing America's Schools" (Chapter 10). Also, ethics was included as the "Law and Ethics" chapter was reshaped (Chapter 11), as was "The Struggle for Educational Opportunity," which pulls together issues on student diversity and contemporary social challenges. The chapter "Schools, and Beyond" now includes a great deal more on the choice and options issues involved in schools. The four major parts of the text have also been modified and retitled.
- Multicultural focus. Special attention is given to the topic of student diversity, which may be the single most critical issue facing our schools and society in the decades ahead. Accordingly, we have updated "Student Diversity" (Chap-ter 4). History, curricular issues, relevant laws, and instructional strategies that impact diversity have been infused throughout the book. We have also reorganized our important discussion of women's struggle for educational equality.
- Technology has been greatly expanded throughout the text, as well as the "Technology in Schools" chapter. Technological insights are infused throughout the book.
- Web site. The web site that accompanies this book offers additional learning resources, review questions to help you prepare for examinations, addresses and links to supporting web sites and information, and the opportunities to

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speak with students in other institutions using this text and to chat with the author at prescheduled times. You can also visit the Virtual High School at www.concord.org! Visit our web site at www.mhhe.com/sadker

- Accompanying instructional and learning resources. This new edition of Teachers, Schools, and Society is accompanied by
  - 1. *Instructor's manual and test bank*. For each chapter, the instructor is provided with a brief overview, a list of learning objectives, and a variety of in-class and field activities. The test bank includes hundreds of matching, truefalse, multiple-choice, short-answer, and essay questions in written or electronic format.
  - 2. Overhead transparencies. A set of color overhead transparencies is available free to users of this text. These transparencies include figures from the book, as well as outside material prepared especially for this text. Many also available on *PowerPoint*.
  - Web site support. Student projects, activities, resources, links to relevant sights and even practice questions can be assigned to support instructional opportunities.
  - 4. Videotape. Created especially for this text, the videotape explores several of the book's key concepts. More than passive viewing, the tape is designed to encourage student analysis of classroom scenes and to spark discussions of relevant issues. This videotape brings elementary and secondary school realities to the college classroom.

### Acknowledgments

In March 1995, Myra died undergoing treatment for breast cancer. She worked on this textbook even while undergoing chemotherapy, and she was always the major force behind providing a student-friendly introduction to teaching. She will always be the primary author of this book.

In the fall of 1995, two graduate assistants, Christine Cozadd and Jane Lonnquist, helped conceptualize, research, draft ideas, and critique drafts with incredible professionalism and insight. They were and are gifts, and I am deeply in their debt. Myra would have been proud of Jane and Chris, both as colleagues and as teachers.

In this fifth edition, veteran of the classroom and new parent Chris was enlisted once again and edited every word of this text. She edits with precision and tact, a rare combination. But, more important, she reads with intelligence and insight, and the structure of the book is more logically organized and more coherent, thanks to her talents. If she ever moves from this area, I will consider relocating.

When Phyllis Lerner and I were married, she had no idea how stressful this literary pregnancy would be. Little sleep, meals at strange hours of the day, personal disputes that erupted from nowhere—but, nine months later, there you are, parents of a wonderful book. And you look back and wonder: was it worth it? Yup. This book is stronger, more interesting, and more relevant because of her efforts. Her twenty-nine years of working with educators is reflected on the book's pages. She has become a major contributor to this text. While the Inter-missions bear her name and her practical wisdom, all the chapters reflect her comments and contributions. She has made this book more student-friendly and multicultural. I was lucky to have her participate. She is lucky that this year is over.

Jackie Sadker, one of two extraordinary daughters, did major revisions on Chapter 7, "What Students Are Taught in Schools." The first draft of this book was written before Jackie started school. Now she is a contributor. It shows you that even bright

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and gifted children can wander from the straight and narrow and become involved in all sorts of unpredictable behavior. Thanks, Jackie.

Jen Engle, my new graduate assistant, worked on this edition of the textbook and has grown from researcher to idea woman. She tracked down references, checked and updated charts, and began suggesting ideas and approaches. She has helped enormously. Thanks, Jen.

In previous editions, others have contributed to this text, and their efforts are included in this latest edition. Sarah Irvine-Belson, my colleague at American University, became the textbook's tech-expert. She reviewed the technology chapter, contributed ideas and materials, and drafted some of the computer and Internet applications. I am indebted to her. We would like to thank Daniel Spiro, Lynette Long, and Elizabeth Ihle for their work on the Philosophy of Education chapter. Nancy Gorenberg researched several topics and was particularly helpful in presenting legal issues. Elsie Lindemuth, Mary Donald, June Winter, Kirstin Hill, Kate Volker, Ward Davis, Pat Silverthorn, Jacqueline Sadker, Julia Masterson, and Amy Monaghan were researchers, uncovering critical and contemporary resources. Jacqueline Sadker prepared the index for both the third and fourth editions of this text. Kathryn McNerney researched and updated sections about future developments, as well as the Observation Manual.

Our editor, Beth Kaufman, was a constant source of ideas and encouragement, a partner and friend in shaping and revising this text. Her support made this venture much sweeter. Cara Harvey, developmental editor, took charge of the production and whipped the manuscript into shape (us too!). Our thanks to Renee Russian, our project manager, for transforming manuscript into book in record-breaking fashion. Thanks and kudos to Shirley Pollack and Robin Carter for their patience and skill in typing early versions of the manuscript. We also want to thank the following users of *Teachers, Schools, and Society* for generously sharing with us their experiences in teaching the book:

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Finally, proving that one's physical size is not a measure of one's contributions, I would like to thank my daughters, Robin and Jackie, for their tolerance, insight, and love. When they were in elementary school (during the first edition of this book), they endured the piles of paper, research notes, and drafts that made our house literally a version of the paper chase. At the time of this fifth edition, Jackie is working in the United States Senate, and Robin, now Dr. Sadker, is beginning her career in internal medicine. The editions that preceded this one all benefited from their ideas and critiques and their growing pains. They are the two most special people in my life, and Myra and I continue to dedicate this book to them.

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