

Sixth Edition

Teachers, Schools, and Society



MYRA POLLACK SADKER
DAVID MILLER SADKER

TEACHERS, SCHOOLS, AND SOCIETY

SIXTH EDITION

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American University



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TEACHERS, SCHOOLS, AND SOCIETY

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ABOUT THE AUTHORS

MYRA SADKER

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



DAVID SADKER

Dr. David Sadker is a professor at The American University (Washington, DC) and with his late wife, Myra Sadker, gained a national reputation for their work in confronting gender bias and sexual harassment. He has directed more than a dozen federal education grants, and 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. 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, their professional service award in 1995, the Eleanor Roosevelt Award from The American Association of University Women in 1995, and the Gender Architect Award from the American Association of Colleges of Teacher Education in 2001. The Sadkers' book, *Failing at Fairness: How Our Schools Cheat Girls*, was published by Touchstone Press in 1995.



PREFACE

When we were in school, textbooks were generally informative, but uninteresting. We want this text to be both informative and fun, and we worked hard to accomplish this goal. We wrote 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. Whatever the label, the primary intent of such a course is to provide a 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 we hope) stimulating view of education.

An Interactive Text

Each edition of *Teachers, Schools, and Society* has broken new ground by creating new features, introducing new topics, and adding new supplements. This edition adds to that rich tradition by creating an even more interactive book for students. The chapters—always lauded for their student-friendly readability—have been revised to encourage more engagement and reflection. Reflection questions have been added to all figures and tables, as well as to many of the boxed features. The Online Learning Center (www.mhhe.com/sadker6e) that was introduced with the previous edition has been revised to be a true extension of the text. Throughout the text, you are directed to the Online Learning Center to complete interactive activities or polls, respond to questions, and to access the online student study guide. See page xx for a tour of the text's features including the Online Learning Center.

Content Coverage

We 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 you can examine the structure, culture, and curriculum of that complex place called school. Part Three then examines the broad forces (historical, philosophical, legal, and financial) that shape the foundations of our educational system. In Part Four, you will have a chance to examine, debate, and speculate about issues and trends, and explore many of the questions students typically bring to this course, often practical and personal questions. Following each of the four parts are *Inter-missions*. The *Inter-missions* offer you the opportunity to develop crucial skills related to the teaching profession and to start your teaching portfolio. The Appendixes contain information about teacher licensing, including relevant addresses; teacher competency exams; 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 many survey type texts. We worked hard to personalize this book. At various points throughout the text we replace 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 personalize, governance, law, and philosophy. The *Photo-synthesis* feature offers dramatic visual contrasts of pressing educational concerns, while *You Be the Judge* invites you to evaluate different perspectives on relevant educational issues. 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.

Inter-missions

The *Inter-missions* feature was introduced in the previous edition, as part-ending activities designed to help you reflect on teaching, build a portfolio, and enhance understanding of the concepts in this text. To make these more practical, the *Inter-missions* are based on the INTASC standards.

New in the Sixth Edition

This sixth edition of *Teachers, Schools, and Society* is designed to improve an already comprehensive text. The entire text was updated and revised to provide the most current coverage possible. Major revision was done in the following areas.

New/Expanded Topics and Issues

Topics receiving increased attention in this edition include philosophy, finance, induction, technology, national standards, and testing. The philosophy chapter has an expanded section on *social reconstructionism* and includes a greater emphasis on female and non-western philosophers. The quiz has been revised and shortened, as have the descriptions of the five philosophies. The first chapter, *Becoming a Teacher*, has been rewritten to provide greater focus on the pros and cons of teaching, and to highlight school reform efforts. The chapter also suggests that creating teacher-friendly school climates can be a valuable dimension of school improvement efforts, although it is too rarely a part of the national debate. *Financing and Governing America's Schools* now has an expanded discussion of the legal arguments surrounding educational adequacy.

Multicultural Focus

Multicultural issues, a strong feature in the fifth edition, is further expanded in this sixth edition. Student diversity, which may be the single most critical issue facing our schools in the decades ahead, is a powerful focus, as is the educational history of many ethnic and racial groups. The text also provides several popular theories explaining group differences in academic performance, as well as some practical strategies for non-racist, nonsexist teaching.

Technology

The coverage has been expanded throughout the text, as well as revised in the *Technology in Education* chapter. This chapter has been rewritten to reflect how teacher effectiveness research can be connected to, and enhanced by, technology. We now describe several practical considerations for teachers to consider as they introduce new technology in their classrooms.

Features

The text's features have been revised and expanded. New features include:

- *What Do You Think?* links you to the Online Learning Center where you can take a quick survey or self-inventory. Responses are submitted to a national poll so you can immediately (and confidentially) see where you stand in comparison with your colleagues.
- *Interactive Activities* link you to the Online Learning Center to do a content-related activity.
- *You Be the Judge* is a feature providing two views of relevant, often critical, education issues. The feature invites you to reflect and consider conflicting points of view.
- *Profile in Education* offers brief biographies of leading educators who have made, and continue to make, a difference in the lives of children.
- *Reflection* questions are included throughout the text to engage you in educational issues and ideas. It is one example of the interactive nature of this edition.
- *Frame of Reference* provides research updates, personal anecdotes, critical statistics, and practical advice for new teachers.
- *Reel to Real Teaching*, included at the end of each chapter, describes relevant films and videotapes, and offers strategies for incorporating these media to highlight chapter ideas and concepts.
- *Further Reading* provides selected annotated bibliographies after each chapter.
- *Chapter Summaries* are now organized around focus questions and are more detailed.
- *Key Terms and People* now reference relevant text pages.

You'll find a full listing of the text's features is located on page xx.

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.



When Phyllis Lerner and I married, she had no idea how cyclical and 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 new edition. And you look back and wonder: was it worth it?

Rather than have us answer that question, we will leave it to you. We sure hope it was worth it. This book is stronger, more interesting, and more relevant because of Phyllis' efforts. Her decades of practical school experience are reflected on the book's pages. While the *Inter-missions* bear her name and her practical wisdom, all the chapters reflect her comments and contributions. She developed the Annotated Instructor's Edition and updated the Instructor's Manual. She also created and pulled together the *Photo-synthesis* feature and produced the Video Companion. In addition, working with Feldman and Associates, she selected the text photos. And Phyllis was responsible for the backpack design concept used in the book. If you are getting the idea that she is quite creative, you are right. Phyllis took major responsibility for updating the chapters on the *Struggle for Equal Educational Opportunity* and *What Students Are Taught in School*. She has become a major influence and participant in this text, and the book is more multicultural, livelier, and more creative because of her efforts. I was lucky to have her participate. She is lucky that yet another edition is done.



In this sixth edition, veteran of the classroom and parent-extraordinaire Chris Cozadd was enlisted once again to edit. She edits with precision and tact, a rare combination. But, more important, she reads with intelligence and insight, which creates a more thoughtful and logical book. She has always been a tremendous influence on the book and personal source of encouragement.



Karen Zittleman is a new and wonderfully talented recruit to this project. She is insightful and wise beyond her years. She had the major responsibility for updating the law chapter, wrote the initial drafts of the vast majority of *Profiles in Education*, found and included the Web links, and constructed the annotated bibliographies included in the *For Further Reading* sections. But the best fun was going to the movies and video store together so we could view and evaluate Hollywood's best efforts and select which to include. When we selected the ones we liked best, it was Karen who wrote the *Reel to Real* features. Whenever a difficult question or a puzzling organizational problem arose, Karen's insight and logic could be relied on to see us through. We were incredibly lucky to have her onboard.



Jen Engle has been my graduate assistant for several years and this is the second edition that she has tackled. She is an Internet maven, tracking down references in a nanosecond, updating charts, getting permission forms out and signed, and offering content ideas and teaching approaches. She took on the major responsibility for updating Chapter 15, the *Question and Answer* chapter, and wrote many of the accompanying test questions. She has helped enormously. Thanks, Jen!



Jackie Sadker, one of two extraordinary daughters, did the major revision of the legal arguments discussed in the *Financing and Governing America's Schools* chapter. In previous editions of this book, she has worked on the curriculum chapter, helped with the editing, and indexed the book. Now that she is the editor of her law school newspaper, I find myself seeking her insights and editorial help. The first draft of this book was written before Jackie started elementary school. Now she is a contributor and consultant, and getting ready to graduate from law school. What a kid! Thanks, Jackie.

Sara Kindler helped review and update the technology chapter. While a graduate student at American University, Sara developed strong technology skills, but her skills did not stop there. What became evident in this project are her organizational talents and her strong work effort. Her ideas for reformatting the

technology chapter were terrific and, while I am pleased that she is now teaching in the New York area, I hereby formally extend an invitation for her to return to the Washington, DC, area and help with the next edition. Thanks, Sara!

Previous editions were improved by many students and colleagues, who are often in my thoughts. Thanks are extended to Daniel Spiro, Lynette Long, Elizabeth Ihle, Nancy Gorenberg, Elsie Lindemuth, Mary Donald, June Winter, Kirstin Hill, Kate Volker, Ward Davis, Pat Silverthorn, Julia Masterson, Amy Monaghan, Shirley Pollack, and Kathryn McNerney.

Our editor, Cara Harvey, was a constant source of ideas and encouragement, a partner and friend in shaping and revising this text, and a great source of suggestions of just what books we should be reading for enjoyment (if we weren't writing this one). Her energy and abilities made this venture much sweeter. She also whipped the manuscript (and us) into shape. Beth Kaufman, editor on the previous edition, demonstrated her commitment to us and to this edition by her continued involvement and support. Her talent and efforts have strengthened this edition of the text, and her friendship is much appreciated. Jane Karpacz, our publisher at McGraw-Hill, was a lion in getting this book out and gave us all the support we needed to make it a success. I am nominating her for the Publishing Hall of Fame. Wow, were we lucky!

Our thanks to Susan Trentacosti, our project manager, for transforming manuscript into book in record-breaking fashion. We also want to thank the following reviewers of *Teachers, Schools, and Society* for generously sharing with us their experiences in teaching the book:

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Finally, 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 sixth edition, Jackie is in her last year of law school and

Robin, now Dr. Sadker, is practicing 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.

David M. Sadker

A GUIDED TOUR OF YOUR INTERACTIVE TEXT

If you think that *Teachers, Schools, and Society* was written to introduce you to the world of teaching, you are only half right. This book also reflects our excitement about a life in the classroom and is intended to spark your own fascination about working with children. The basic premise for this text has not changed through all the previous editions: write a book students want to read, not have to read. While we continue to work hard to provide you with information that is both current and concise, we work even harder to create an engaging book—one that will give you a sense of the wonderful possibilities found in a career in the classroom.

To help you determine if teaching is right for you, and to learn more about education in general, you will find Reflection questions throughout this sixth edition. These questions will put you right into the center of these issues, a personal connection that encourages your thoughtful deliberation. While the text has been designed to engage you, we also devised an absorbing “Electronic-option,” the Online Learning Center. The Online Learning Center (OLC) is part of the text’s website and offers a number of features that respond to different student styles, interests, and experiences. Throughout the text, you will see links to the activities and study resources found on the OLC. Each link includes a brief explanation of what you will find on-

line. Now it is time for your first reflection question: How can you discover this wonder trove of electronic treasures? Easy. We have blue “hot link” type whenever there is an Online Learning Center connection. Visit us in our cyber-classroom at www.mhhe.com/sadker6e.

To help you discover and use all of these new interactive opportunities, we have created a key of useful icons. Look for the following as you read this book:



highlights reflection questions.

What makes the f



indicates that you should go to the Online Learning Center for more information or to do an activity.



indicates that you can go to the Online Learning Center to e-mail your professor the response to a reflection question and/or save your response for your portfolio.

Now, join us for a tour of the special features of the text.

Class Acts

Each of the four part openers includes a *Class Act*—a story from a current or future teacher about their involvement in education. You can find additional Class Acts on the Online Learning Center submitted by your classmates nationwide. Have you had a teacher who made a difference in your life? We want to hear about that teacher, and perhaps include your story in the next edition of the text. Please submit your own story!

CLASS ACT

Every December I watch *It's a Wonderful Life*. I was 13 years old when I first saw George Bailey scramble down the Main Street of Bedford Falls, waving his arms and screaming at the top of his lungs, rejoicing in the beauty of life, love and friendship. As an adult who savors this film, I feel the bittersweet pang of watching a man who is reborn, glowing in the recognition that he has made a difference in the world. In the final act, as George stands in his living room surrounded by family and friends celebrating his life, I always develop that painful lump in my throat—you know the one. It stings and makes it nearly impossible to swallow. I love this film, and I always want to say that I know a George Bailey. The thing is I do—he's my dad. « My father has been teaching English and Dramatic Arts at the same high school in Massachusetts for the last thirty years. His journey has been one similar to George Bailey's—he has settled down in a small town, a teacher, committed to his family and profession, but at times frustrated. He has seen thousands of students come and go, some moving on to big and exciting things, others staying in the very same town. From time to time growing up, I'd see a glimmer in his eyes wondering, "What if...? What if I'd quit teaching, what if I'd gone off traveling around the world?" These moments of wonder were not full of anger or resentment, only seconds of reflection, and perhaps a little regret for not "doing more with his life." But he always returned to teaching with a positive spirit, endless patience, and astounding energy. « Over the years my dad and I have shared lots of travels together. It was a family joke that no matter where we went, we always ran into one of my father's former students. More often than not the run-in went beyond a courteous hello and how are you. These former students, now adults with children of their own, embrace my dad, literally and figuratively. We could be standing at a light waiting to cross, sitting in a restaurant—we inevitably ran into these joyful faces who recognize the sparkling eyes

full beard and unmistakable energy of my dad. As a younger child I was somewhat bored by the endless stories recounted by these strangers. The older I got, the more I realized that these spontaneous reunions were quite special. These people were paying tribute to someone who touched their lives. It wasn't a grand parade or a front-page article or a million dollar salary bonus. They were simply yet beautifully sincere words—"You inspired me... You gave me the courage to try... You were the only one who believed in me..." « This may sound like a tribute to a father from an adoring daughter, and to some degree it is. But it is also recognition of something more. Just like George Bailey, my dad has a wonderful life. Through teaching he is able to reach that troubled kid who sits in the back making wisecracks and give him a reason to care about school. He has taken the shy girl who doesn't speak, put her up on the stage and helped her find her voice and confidence. He has acted as adviser and inspiration for countless young people, giving them the opportunity to learn, grow and succeed. Although I've never been a student in his class, my dad has inspired me as well. As I begin my pursuit of a Masters in Teaching, I see just how unique my father's gifts are. This year when I watched *It's a Wonderful Life*, I couldn't help but think of my father. I still got that lump in my throat—and loved it.

Amanda Heffen
American University

OLC SUBMIT YOUR OWN CLASS ACT: Click on Class Acts and submit a Class Act about a teacher who has made a difference in your life. Visit the Online Learning Center to read more Class Acts.

Chapter Opener

The Chapter Opener page includes Focus Questions and a Chapter Preview to prime you for the content that will follow. At the end of the chapter, the summary will be framed by these very same focus questions. The page also includes an online *What Do You Think?* activity. One such activity might be a quiz that captures your opinion on some of the topics you will soon read about. Answer the questions and then, via the Internet, find out how your peers responded. It's an opportunity to participate in our national survey system and is only one of the activities that you will find on the Online Learning Center.

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Technology in Education

FOCUS QUESTIONS

1. Has technology changed schools?
2. How does television affect children?
3. Why is computer technology difficult to implement in schools?
4. How can teachers effectively use computers and the Internet?
5. In what ways does global education refocus the curriculum?
6. How is teaching redefined in the virtual high school?
7. Does technology exacerbate racial, class, geographic, and gender divisions?

OLC WHAT DO YOU THINK? How Tech-Savvy Are You? Take this quiz to see how much you know (and don't know).

CHAPTER PREVIEW

In an earlier time, before there were factories, there were cottage industries. People manufactured products, not as a group of workers in a central place but individually, in their houses. Some believe that schools may be retracing these steps—in reverse. Today's factorylike schools may soon be replaced by children learning in their homes. "Cottage schools" may be created as technology brings the teacher, the curriculum, and the library onto our home computer screens. Rather than taking the yellow school bus to a large school building, students are now traveling to school on the Internet.

The Internet can transport students around the world (through virtual field trips) or instantly and inexpensively add millions of books and articles to school libraries. Simulations can bring realism into a classroom, personal tutors can patiently diagnose learning needs, and adaptive technology can help special needs students succeed in school. But not everyone is enamored with the new technology. Although technological innovation is an attractive, popular (and often expensive) aspect of American culture, history is filled with unmet predictions of technological advances—radio, television, and teaching machines—making schools obsolete. Will computers and technology make an important difference in education or will tomorrow's schools look remarkably similar to schools you attended as a child? The future, if nothing else, is unpredictable. Certainly, the information age has not included everyone. Poorer students and nations, women and non-English speakers have been left behind.

Technology raises other serious concerns for teachers, including the need to monitor inappropriate Internet material and to avoid the health risks associated with computer use. While these pitfalls are real, the potential of technology is

YOU BE THE JUDGE

"EQUITY" OR "ADEQUACY"

We Should Seek Educational "Equity" Because . . .

MONEY TALKS

The gap between wealthy and poor communities makes a mockery of democracy and fairness. Poor students attend schools with leaking roofs and uncertified teachers; wealthy students learn in schools with computers, swimming pools, and well-paid and qualified teachers. No real democracy can ignore such glaring inequities.

EQUALIZING INPUT IS CRUCIAL

Isn't it strange that those who advocate business values like choice and competition ignore the most fundamental business value of all: money. Wealth creates good schools; poverty creates weak ones. Invest money wisely over a period of time, and watch those once poor schools thrive.

EQUITY IS POWERFUL

Democracy and equity are powerful words representing powerful ideals. Adequacy is a feeble word subject to interpretation and compromise. What's adequate? Is it the ability to read at a high school level, or at an eighth grade level? Does an adequate education lead to a minimum wage job? Only "Equity" can serve as a rallying cry.

We Should Seek Educational "Adequacy" Because . . .

MONEY DIVIDES

Robin Hood is dead. Wealthy communities are not going to fund poor ones, happily sending their hard earned dollars to educate someone else's children. The cornerstone of democracy is local control, and trying to redistribute wealth is fundamentally unfair, and smacks of the approach used by Communists (another failed system).

EQUALIZING INPUT IS INEFFECTIVE

We will never make schools more effective by throwing dollars at them. When California moved toward equitable input, the quality of its public schools deteriorated. Our goal is not to increase school budgets and per pupil expenditures, but to increase student achievement.

ADEQUACY IS ATTAINABLE

Equity is a powerful dream, but adequacy is an attainable one. We are unlikely to achieve a completely equitable school system, but we can demand reasonable and reachable educational standards. Moreover, we are on firmer legal footing, since state constitutions guarantee not identical expenditures, but an adequate education for all.



YOU BE THE JUDGE

Do you believe that adequacy or equity provides the best foundation for reforming schools? Explain. Can these approaches be blended, or are they mutually exclusive?

States Finding the Money

The last fifty years have seen dramatic changes in the centuries-old system of financing schools. We have moved from local communities funding schools through a property tax, to a shared state and local responsibility. (Although you wouldn't know it when listening to political campaign speeches, the federal government is a very junior partner in paying for America's education.) We have already looked at the property tax, the primary revenue source for local communities. As we indicated, it is a flawed system leading to gross inequities in the funding of schools. Let's see what states do to find the dollars they need to fund schools.

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You Be the Judge

You Be the Judge gives both sides of an argument so you can consider different points of view, and not just ours. Then we ask you to be the judge (law school not required), by responding to the reflection questions following the arguments. You can also do this on the [Online Learning Center](#) and either e-mail your response to your instructor, or save your response for your portfolio.

Profile in Education

Teaching is all about people—it's a very human connection. The people we profile are teachers, teacher educators, social activists working for children, and educational researchers. Each was chosen for an important contribution to education. And to follow up the text descriptions, you can visit the [Online Learning Center](#) to find out more about the profiled educator. As always, we also invite you to submit your own profiles to be housed on the site.

PROFILE IN EDUCATION

MARIAN WRIGHT EDELMAN



Growing up in South Carolina (vintage 1940s), Marian Wright Edelman learned to counter the summer heat with a swim. African American children were not allowed in the public pool, so Marian and her friends did their summer swimming, diving, and fishing in the creek, despite the fact that it was polluted with hogwallows. One of her friends decided that the bridge spanning the creek would be a good diving platform, but that decision turned out to be fatal: He broke his neck on impact. His death was one of several tragedies that taught Edelman early lessons on the deadly impact of race segregation. In recalling these tragedies, Edelman says: "You never, ever forget."

Marian Wright Edelman's family provided a refuge from this racial hatred. Her father was a Baptist minister, her mother a devout Sunday schoolteacher, and both instilled a sense of service. Sharing a bed, a meal, or a pair of shoes with foster children or neighbors in need was a common event for Edelman and her four siblings. While public playgrounds were closed to black children, her parents made Shiloh Baptist Church a community resource center for black sports teams, Boys Scouts and Girl Scouts. Edelman learned that "[s]ervice is the rent we pay for living. It is the very purpose of life and not something you do in your spare time."

During the 1960s, Edelman worked as a volunteer at the National Association for the Advancement of Colored People (NAACP), campaigning for passage of the Voting Rights Act as well as finding legal assistance for students jailed during sit-ins and demonstrations. As she sorted through requests for NAACP assistance from poor black citizens, Edelman realized that law could be a vehicle to social justice. She attended Yale University Law School and became the first black woman to pass the bar exam in Mississippi. Although she practiced civil rights law, Edelman's work with poor children helped her to see that they were the most vulnerable and voiceless group in our society. Children "had no one to speak out on their behalf—no one to make sure that there were laws and gov-

ernment policies in place to protect them." During the next four decades, Marian Wright Edelman became their voice.

Edelman founded the Children's Defense Fund (CDF) in 1973, with the mission to "Leave No Child Behind." The CDF works to ensure that every child has a Healthy Start, a Head Start, a Fair Start, a Safe Start, and a Moral Start in life. The CDF strives to protect all children—and particularly children of low-income and minority families—through research, community organization, federal and state government lobbying, and public education. Among those who worked for the CDF was a young Wellesley graduate named Hillary Rodham, who continued to advocate for children's rights later when she became the First Lady and then U.S. Senator from New York.

CDF also sponsors Freedom Schools that recruit college students to serve as mentors to over 12,000 students both after school and during the summer. Edelman understands the lasting influence mentors give students, and she has a message for all teachers:

Teaching is a mission, not just a task or a job. I don't care how fancy the school, how low the student-teacher ratio (which I believe should be lower), how high the pay (which I think should be higher): If children don't feel respected by adults who respect themselves, and don't feel valued, then they lose and all of us lose. Make it a reality that all children, especially poor children, are taught how to read, write, and compute so they can have happy and healthy options in their future. We need to understand and be confident that each of us can make a difference by caring and acting in small as well as big ways."

Marian Wright Edelman, *The Measure of Our Success: A Letter to My Children and Yours* (Boston: Beacon Press, 1992), p. 38; and Marian Wright Edelman, *Letters: A Memoir of Activism* (Boston: Beacon Press, 1999), p. 28, 196d, p. 22.

REFLECTION

Surf the Children's Defense Fund website at www.childrensdefensefund.org and click on State Data. Compare the social problems and needs of children in your state with national averages. Which statistics surprised you? What responsibilities do you believe teachers have to ensure equal educational opportunity for children in poverty?



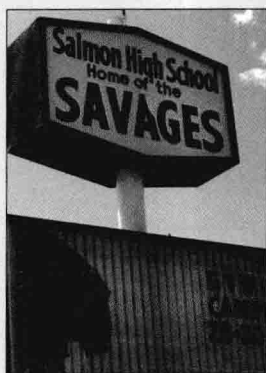
WRITE YOUR OWN PROFILE IN EDUCATION: Click on *Profiles in Education*, write a *Profile in Education* about an educator, and post it on the *Online Learning Center*. Check out *Profiles in Education* submitted by other future teachers.

To learn more about Marian Wright Edelman, click on *Profiles in Education*.

PHOTO-SYNTHESIS

SIGNS OF THE TIMES

What does a school's name, mascot, message board, and presentation say about what's happening inside the classroom? What do these school signs tell you? Are there ways to identify a good school by its sign? How would your high school sign fit in the photo gallery?



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Photo-synthesis

Most of us enjoy "seeing" theoretical concepts come to life. In fact, some people are more visual than verbal and greatly benefit from photographs and illustrations. That's why we developed *Photo-synthesis*—photo collages that encourage analysis. And if you need a thoughtful boost, one or more questions help you focus your inquiry. You can respond to the reflection question on the [Online Learning Center](#) and either e-mail your response to your instructor or save your response for your portfolio (or to use for review at a later time).

IN THE NEWS

NICE NOT 2B 4-GOTTEN

At Thomas Jefferson Middle School in Arlington, Virginia, yearbook signing has a new twist: Students are required to "write nice." Principal Sharon M. implemented the rule to ensure that these keepsakes would be filled with fond remembrances, not hurtful memories. So when Jotana C. was asked to sign a former friend's yearbook, there wasn't a hint of nastiness. She even wrote K.I.T. (keep in touch). Students who choose to pen yearbooks with profane or harassing words can be suspended, dismissed from award ceremonies, or required to buy replacement yearbooks.

SOURCE: The Washington Post, June 17, 2001.

REFLECTION

Does this policy violate a student's First Amendment right to freedom of speech? What values are students learning?



Click on *In the News* for recent *In the News* stories. Submit your own *In the News* summary to share with your colleagues.

Frame of Reference

These boxes take a closer look at important topics. They provide research updates, further information about a topic, or even suggestions for classroom use.

FRAME OF REFERENCE

BILINGUAL AMNESIA

"My grandparents picked up English like everyone else back then, in school, where children learned their lessons in English, not in Spanish or Vietnamese."

"If people want to remain immersed in their old culture and old language, they should stay in their old country."

"Bilingual education has given us illiterate youngsters who can do little more than work at Taco Bell."

Sound familiar? After all, many of our ancestors came to America with few resources or funds, but they were a hardy bunch. They picked up American ways, got through school, and succeeded against great odds, so why can't today's immigrants do the same? According to Richard Rothstein—author of *The Way We Were?—we suffer a bad case of national amnesia, a collective loss of history that differs significantly from actual events. The author believes that some bilingual programs would be a good idea.*

Multiple Intelligences and Emotional Intelligence

puzzled by these contradictions was Harvard professor **Howard Gardner**. Confronted about the traditional assessment of intelligence, with such a heavy emphasis on language and mathematical-logical skills, he broadened the concept to define intelligence as "the capacity to solve problems or to fashion products that are valued in one or more cultural settings."¹ Gardner identified eight kinds of intelligence, not all of which are commonly recognized in school settings, yet Gardner believes that his theory of **multiple intelligences** more accurately captures the diverse nature of human capability. Consider Gardner's eight intelligences:

logical-mathematical. Skills related to mathematical manipulations and abstracting and solving logical problems (related careers: scientist, mathematician)
linguistic. Sensitivity to the meanings, sounds, and rhythms of words, as well as the function of language as a whole (related careers: poet, journalist, author)
visually-spatial. Ability to excel physically and to handle objects skillfully (related careers: athlete, dancer, engineer)



INTERACTIVE ACTIVITY
MULTIPLE INTELLIGENCES
Label illustrations of different intelligences.

Interactive Activities

Interactive Activities are listed in the margin and can be found on the [Online Learning Center](#) under the corresponding chapter. The activities are designed to allow you to apply what you are learning in an interactive environment.

In the News

Throughout the chapters you will find brief summaries of education-related news items. We selected these items because we found them funny, poignant, or particularly relevant to the chapter content. The *In the News* items also provide a sense of currency to the issues and topics discussed in the text. To keep them as current as possible, new summaries are regularly added to the [Online Learning Center](#). We also invite you to submit your own summary of a news item that you find interesting. You can respond to the reflection question on the [Online Learning Center](#) or e-mail your response to your instructor.

SUMMARY



CHAPTER REVIEW
Go to the Online Learning Center to take a chapter self-quiz, practice with key terms, and review key ideas from the chapter.

- What are the advantages and disadvantages of being a teacher?
 - In the *You Be the Judge* feature, we consider both advantages and disadvantages of teaching. On the negative side of the ledger, teachers are not paid wonderful salaries, sometimes lack professional respect from others, get bogged down by routine, have inadequate time for contact with other adults, and face frustration when idealistic goals collide with student apathy, parent hostility, and the demands of old-fashioned bureaucratic red tape.
 - On the positive side of the ledger are rising salaries, the growing pride in the profession, the joy of working with children and caring colleagues, and the intellectual stimulation that are so often a part of classroom life, as well as the opportunity to affect the lives of the nation's youth.
- What are the satisfactions—and complaints—of today's teachers?
 - The vast majority of teachers surveyed indicate that they are satisfied with their jobs, but there are problems. While teachers' salaries have improved, many teachers believe that their pay is still inadequate. Local conditions have a major impact on teacher satisfaction. On the teacher's wish list for job improvement are lighter workloads, more parental support, fewer discipline problems, and greater administration support.
- Can we consider teaching to be a profession?
 - Some claim teaching has not achieved true professional status and is, at best, a semiprofession. To support their point of view, these critics note the short preparation time needed for becoming a teacher and the employment of teachers with little or no training in programs

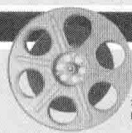
KEY TERMS AND PEOPLE

American Federation of Teachers (AFT), 571	in-service, 558	National Education Association (NEA), 571
board certification, 568	intern teachers, 552	peer review, 555
career ladders, 568	learning communities, 560	professional development, 558
collaborative action research (CAR), 560	mentors, 553	stages of teacher development, 552
collective bargaining, 571	merit pay, 567	
Margaret Haley, 572	National Board for Professional Teaching Standards (NBPTS), 567	
induction program, 552		

DISCUSSION QUESTIONS AND ACTIVITIES

- How might you redefine or modify any of the stages of teacher development? Can these stages be applied to other careers?
- Visit a school and analyze the faculty in terms of the stages of development. What are the specific behaviors and skills that place a teacher at each of these stages?
- Survey local school districts and analyze their first-year induction programs. What resources do they

REEL TO REAL TEACHING



PAY IT FORWARD (2000)
Run Time: 123 minutes

Synopsis: Trevor McKinney, a twelve-year-old boy in a small California town, accepts a teacher's challenge: earn extra credit by creating and putting into action a plan to change the world for the better.

Reflection:

- What is the connection of *Pay It Forward* with technology? Visit the Pay It Forward Foundation at www.payitforwardfoundation.org to find out! As a teacher, how might you use this site? What knowledge, values, or skills would you want your students to learn from participating in the Pay It Forward project?
- Video is a common form of technology often used in schools. Discuss the benefits and limitations of using this educational medium. In your answer, apply what you have learned about effective instruction, forces that shape the curriculum, and technology's impact on learning. Consider, too, how this book's *Reel to Real Teaching* feature has contributed to your learning.
- Pay It Forward* tackles issues that many of your future students will experience: student-on-student violence, family alcoholism, domestic abuse, and parental separation. Do you think film is a helpful tool to confront these issues? Describe the pros and cons as well as how you might use film in your classroom to confront social injustices.

Follow-up Activity: Take on Mr. Simonet's challenge: Create a project that makes our world a better

FOR FURTHER READING



Cultivating Leadership in Schools: Connecting People, Purpose, and Practice, by Gordon Donaldson, Jr. (2000). Enter the real-life world of decision making by administrators, teachers, parents, and school boards. "See" how interpersonal and intrapersonal skills are the keys to successful leadership.

Equal Resources, Equal Outcomes: The Distribution of School Resources and Student Achievement in California, by Julian R. Betts, Kim S. Rueben, and Anne Danenberg (2000). Debunks the myth that centralized funding of California public schools has equalized spending across districts and demonstrates how inequalities in school resources create inequalities in student achievement.

Equity and Adequacy in Education Finance: Issues and Perspectives, Helen F. Ladd, Rosemary Chaik, and Janet S. Hansen (1999). A timely collection of papers explores such questions as: What do the terms equity and adequacy in school finance really mean? and What is the impact of court-ordered school finance reform on spending disparities?

Making Money Matter: Financing America's Schools, by Helen F. Ladd and Janet S. Hansen (1999). Details the shifting expectations placed upon public schools in the last half-century and the real diversity that characterizes the existing system of governance and finance for public education. Given this backdrop, the authors discuss ways to break the nexus between student background and achievement.

Partners in Progress: Strengthening the Superintendent-Board Relationship, by Matthew King (1999).

Chapter-Ending Spread

The material at the end of the chapter is designed to structure your review of the content and help you make sure you understand key ideas. Here's what you'll find there:

- A *Chapter Review* link reminds you to go to the *Online Learning Center* to take a quiz, practice with key terms, and review key ideas from the chapter.
- The *Summary* is organized by the Focus Questions at the start of the chapter. Bullets highlight key ideas.
- Key Terms and People* will help you identify and remember the critical terminology and influential individuals discussed in the chapter. Page references next to each entry guide you to the place that each is discussed in the chapter.
- The *Discussion Questions and Activities* are designed to promote deeper analysis, further

investigation, and even an evaluation of the controversial issues discussed in the chapter. Also included are the Internet-based *WEB-tivities* you can find on the *Online Learning Center*.

- Reel to Real Teaching* summarizes a popular movie, usually available on videotape or DVD, that will add to your appreciation of the information included in this chapter. We believe that Hollywood can actually enhance your education, and movies can both deepen your understanding of the chapter and offer a richer educational context. The *Reel to Real* feature provides questions and follow-up activities that guide you through the movie and the issues described in the text. Go to the *Online Learning Center* to submit your own review of the movie and read reviews by other students.
- For Further Reading* includes an annotated list of recent and influential books related to the chapter.

PART 4: TOMORROW

Inter- mission



Here we are, at your final *Inter-mission*. These last applications and reflections are intended to get you ready for—tomorrow.

Applications and Reflections

4:1 ADD A NONTRADITIONAL HERO

Purpose: We know that students need inspiring figures—individuals who serve as role models and motivate students. Your subject matter expertise affords you knowledge of people who might motivate your future students. Although heroes come from all backgrounds, curricular materials do not always reflect diversity. The result is a “disconnect” between the growing diversity of America’s students and the curriculum they study. You can tighten this connection by supplementing the curriculum. Can you add to the list of champions in their lives, especially nontraditional individuals (consider ethnicity, race, gender, age, class, lifestyle, and circumstances)? Identifying such heroes has the additional advantage of broadening your own scholarship.

Activity: In a subject area that you will be teaching, select a unique individual or hero who has *made a difference*. Create a billboard, poster, or computer graphic that captures the importance of this person. Make the language, content, and style relevant to the grade level you plan to teach, one that will attract and motivate your students.

Reflection: What has this activity taught you about nontraditional heroes? How might you plan to have your students seek out additional heroes? What criteria might you add to guarantee a good selection? What structure might produce informative research (questions to be covered, length and depth of coverage, assessment)? What format might you create for displaying your students’ final products?

INTASC PRINCIPLE 1
Knowledge of
Subject Matter

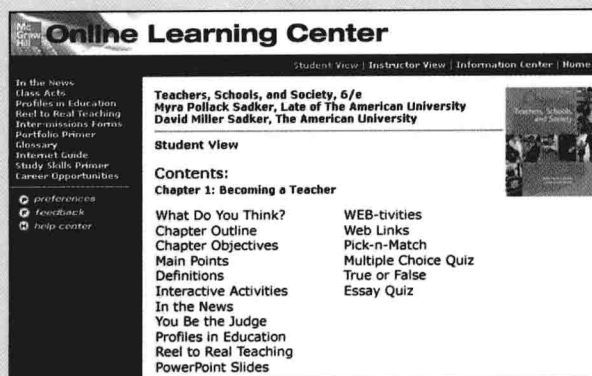
Inter-missions

At the end of each of the four parts of this book you will find an *Inter-missions* section. These sections offer you the opportunity to more carefully consider the ideas that you read about in that part of the text, and to implement some of these activities in the real world. This feature is also your introduction to portfolio development. Whether or not portfolios are used as part of the evaluation process in this course, you will probably find yourself using them in the future. *Inter-*

missions are your opportunity to begin building your professional portfolio. In the *Inter-missions* introduction, you will learn what a portfolio is and why it is important. Each section includes several activities you can do to create artifacts for your portfolio. Every activity is keyed to INTASC standards, the very areas that professional educators use to evaluate teachers. These *Inter-missions* offer a tangible way for you to connect with this book. A red OLC icon indicates that a form to be used with the activity is available on the Online Learning Center.

The Online Learning Center

Next, here is a tour of the Online Learning Center located at www.mhhe.com/sadker6e.



Chapter-Specific Resources

- **Online Student Study Guide**

Each chapter on the Online Learning Center has an online study guide including: outline, objectives, chapter overview, quizzing with feedback, chapter glossary, a key term exercise, Web links, and PowerPoint slides.

- **Activities**

Go to the specific chapter to find the *What Do You Think?*, *Interactive Activities*, and *WEB-tivities* listed in the text. You can also access additional resources related to the *In the News* and *Profile in Education* features. Go to the *You Be the Judge* section to submit your response to the reflection question.

General Resources

- **Activities**

These activities include archives and updates for *Class Acts*, *In the News*, *Profiles in Education*, *Reel to Real Teaching*, and *Educational Challenge*. You can also make your own submissions here.

- **Resources**

These resources include an Internet Guide, Portfolio Primer, updated figures and tables, a book glossary, and an interactive map.

Additional Student Supplement: *Making the Grade*

Packaged with your new text is a *Making the Grade* Student CD-ROM. It includes quizzes and feedback for each chapter, as well as a Learning Styles Assessment to help you understand how you learn, and, based on this assessment, how you can use your study time most effectively; an Internet Primer; and a Guide to Electronic Research.

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