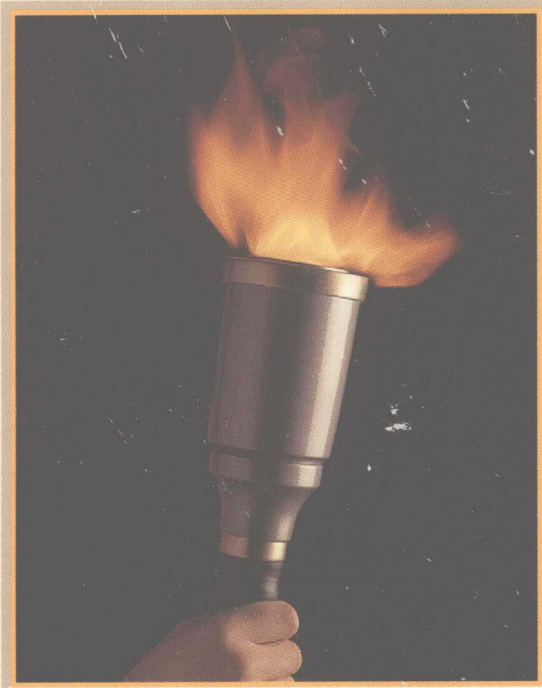


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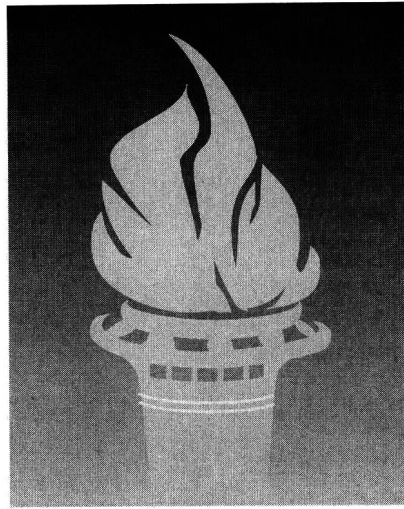
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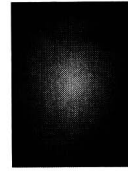
PAMELA J. FARRIS

"...we regard the school teachers of this country as a body on whom the future character and stability of our institutions chiefly depend; that they are therefore entitled to our highest consideration, and that whatever may be their faults or deficiencies, the remedy for both is in the hands of the society at large."

TEACH



ING,



BEARING
THE TORCH

PAMELA J. FARRIS

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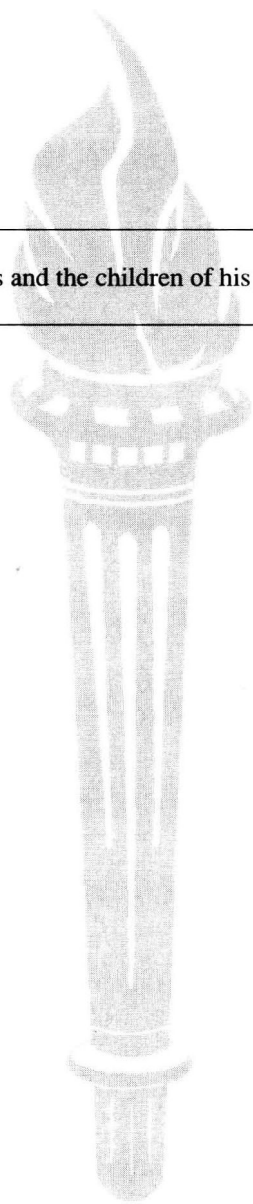
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To Kurtis and the children of his generation



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PREFACE

A teacher makes a mark on the world which only a few may see, but from which many will profit. A teacher can change the “course of human events” but may never really know when or to what extent.

These words by Marcella L. Kysilka, a professor of education and former teacher, reflect the importance of teachers. Perhaps no other profession is as rewarding and challenging as teaching. It is also one of the most exciting professions. Each day our students uncover new discoveries as part of their learning, opening new doors to opportunities for them.

We teach our students to be lifelong learners in the belief that “education is the best provision for old age.” This is not a recent discovery, for the quote comes from Aristotle, who lived over two thousand years ago.

Teaching, Bearing the Torch is a reflection of contemporary teaching and schooling, which are based on the philosophical and historical underpinnings of education. Both the pleasant and unpleasant aspects of teaching are shared in an attempt to provide those readers considering the teaching profession with a frank, honest view of education and teaching. Anecdotes about teachers and school administrators and their professional encounters are shared so readers can gain insight into how teachers think.

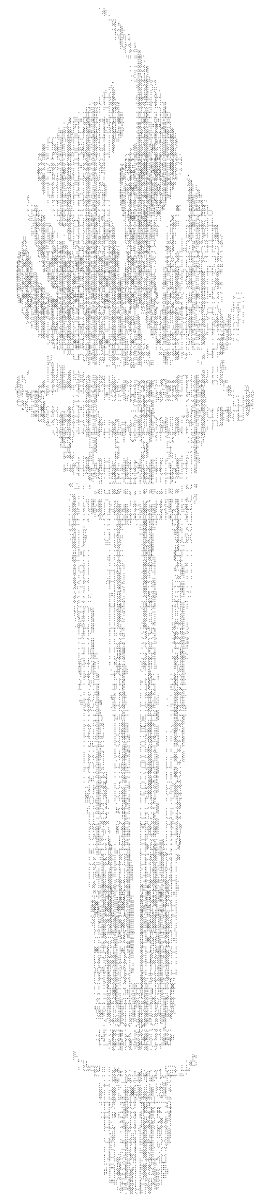
SPECIAL PEDAGOGICAL FEATURES

There are several special features in *Teaching, Bearing the Torch*. Each chapter opens with *Primary Points*, which direct the reader to the main ideas and concepts presented in the chapter. *Chapter Inquiries* are questions designed to pique the interest of the reader, establishing anticipation for the upcoming textual material. *A Closer Look* boxes concentrate on important issues and on educators giving students an in-depth view of various topics. *Case Study* boxes present more specific examples of educational topics. *Point/Counterpoint* boxes present two differing sides to an educational issue.

The Student Resource Guide in the back of this book offers a wealth of information, including addresses of state certification offices, professional organizations, and technology sources. In addition, there are suggestions for preparing for and holding parent-teacher conferences, suggestions about the job-search process, lists of resources, and Goals 2000. Terms are explained in a thorough glossary.

ACKNOWLEDGMENTS

A book cannot be written without the support and assistance of many people. I'd like to acknowledge some of them here. Many former students, teachers, and school administrators have offered ideas and support for this textbook. Because of them, it was honed and polished so that those individuals considering teaching as a profession could gain insights into what teaching is all about through reading this book.



Paul Tavenner originally came up with the idea that I should write this book, and he spent two years convincing me to do so. Sue Pulvermacher-Alt served as the senior managing editor for the book, our third textbook together. The developmental editor was Suzanne Guinn, who provided ready assistance and answers on a very frequent basis. Both Sue and Suzanne offered much encouragement and support throughout the long process—from my writing the first word to seeing the textbook in print. From early on Laura Beaudoin worked to smooth out the rough spots and make helpful suggestions for the text. The production editor was Terry Routley, who paved the way through the myriad of details from copyediting through the final gluing of the cover to the spine of the textbook. Certainly Carol Judge deserves a pat on the back for gathering photos literally from far and wide to make the book interesting, relevant, and aesthetically pleasing. Mavis Oeth worked very diligently in obtaining the necessary permissions. Katie Rose prepared the marketing promotion materials, something that all authors greatly appreciate.

Several individuals served as reviewers of *Teaching, Bearing the Torch*, providing helpful critiques. Their suggestions and sharing of ideas improved the quality of the textbook. These colleagues include:

Perry A. Castelli, Troy State University
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I would also like to thank Nancy Gaylen, who prepared the Annotated Instructor's Edition. Her creative ideas and helpful insights are most appreciated. In addition, I'd like to thank Patricia Rieman, who assisted with the Instructor's Manual, developed the test items, and prepared wonderful desserts to fuel my writing efforts.

Writing a book is a time-consuming, grueling effort for any author. My husband, Richard A. Fluck, not only read and critiqued each chapter but offered much support on the home front. Kurtis, our son, patiently waited for me to get off the computer to play soccer or read a book with him. To both of them go my love and gratitude.

As for what I have learned through writing this book, that would be another book. As a teacher I learn something new about teaching every day. As a writer/researcher, I find that what other teachers and educators do influences my own work. Ralph Tyler, the great curriculum expert who died in 1994, gave teachers three essential questions to ask ourselves:

What did I learn today?

What does it mean?

How can I use it?

Tyler's words provide a code of ethics and reflection practice for us all. Every day each of us in our teaching learns something new. Good teachers ask what does it mean; great teachers find out how to use it to help their students.

Pamela J. Farris
Presidential Teaching Professor

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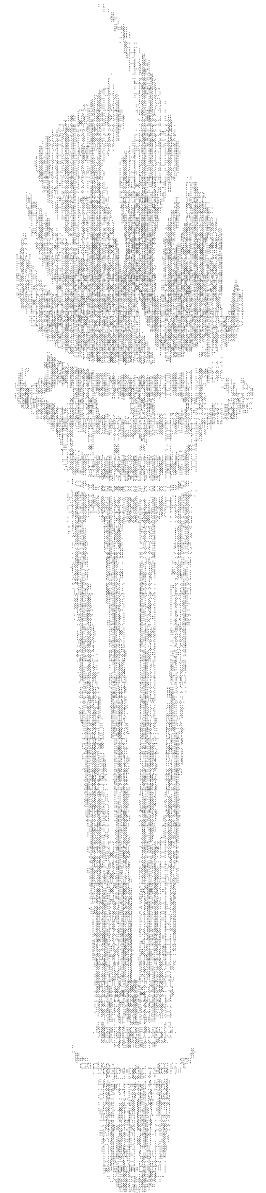
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