

INTRODUCTION TO THE

Foundations of

AMERICAN EDUCATION



ELEVENTH EDITION

James A. Johnson

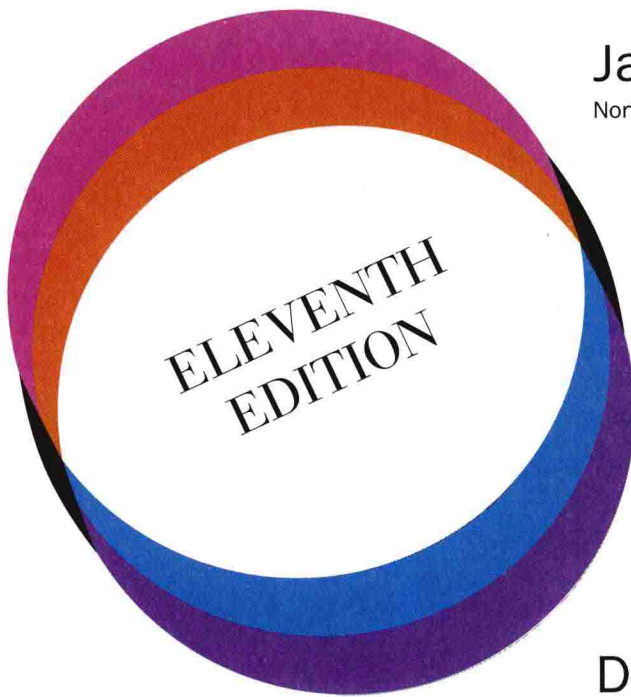
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INTRODUCTION TO THE FOUNDATIONS OF AMERICAN EDUCATION

PREFACE

The Eleventh Edition of *Introduction to the Foundations of American Education* is the product of the collaborative effort of five authors, each bringing to the project his or her particular and general knowledge, both practical and scholarly, of the field of education and teaching. Just as this team approach has proved fruitful in the development of this text by allowing each author to contribute his or her valuable perspectives on the topics and events discussed, so you, too, can benefit by viewing educational issues, events, and people through the several “lenses” presented in this book. We use the metaphor of “lenses”—as in camera lenses, eyeglasses, microscopes, or telescopes—to talk about the various ways in which you can look at teaching and schools. As you know, when you view a scene through a camera lens, you need to bring the elements into focus. By changing lenses, or perhaps merely by focusing your attention on different elements within the scene, you can see certain features of the scene more sharply, while other features fall into softer focus. This is similar to the way in which we hope you will react to the six parts of this book. Each part, focusing on a professional or foundational area in education, uses a unique perspective, or lens, to help you bring teaching and schools into sharper focus.



FEATURES OF THE ELEVENTH EDITION

We have covered the major areas in the foundations of education that every teacher must know in order to be an informed and successful educator. In addition to the traditional areas of history, philosophy, and sociology, we also include the essential organizational, financial, legal, and curricular areas. This edition also includes:

VIEWING EDUCATION THROUGH DIFFERENT LENSES To help translate the “lens” metaphor into a practical context for your study of the foundations of American education, we introduce the six parts in this eleventh edition with realistic vignettes depicting situations encountered by one teacher, Maria Rivera, in her professional life. Just like Maria Rivera, with each chapter you read and understand, you will equip yourself with valuable lenses through which to view your current and future professional practice.

FOCUS QUESTIONS Each chapter begins with a short set of questions to help you find the main concepts in the chapter and orient yourself to a critical reading of the material.

KEY TERMS AND CONCEPTS Education uses a professional language. At the beginning of each chapter, we have identified and defined important words that will be

introduced in the chapter. These terms are also printed in boldface type and defined in the text.

PROFESSIONAL DILEMMAS One of the challenges of education is that there are many questions and debates for which there are no clear-cut answers. In each chapter we select one such dilemma for you to consider. Don't expect to find the perfect answer. Instead, be prepared to understand the consequences and implications of your response to the issue and the impact they may have on students in your classroom.

RELEVANT RESEARCH Each chapter profiles an interesting example of contemporary research in education with specific relevance to chapter material. This feature uses the format of a précis to demonstrate how you can use the professional literature in your own studies and to improve your teaching performance.

CASE STUDIES Each chapter presents a case study involving students and teachers in real situations, demonstrating the complexity of life within U.S. classrooms.

GLOBAL PERSPECTIVES Each chapter contains one or more sections that specifically address international viewpoints related to chapter content. In addition to recognizing diversity within the United States, educators today willingly look to other societies and how they approach the challenges of education.

JOURNAL ENTRIES AND PORTFOLIO DEVELOPMENT Journals and portfolios have become valuable tools both for teachers in their own career management and for students as benchmarks of their learning accomplishments. The journal and portfolio suggestions at the end of each chapter will help you learn to use these tools to their best advantage for both yourself and your students.

SCHOOL-BASED EXPERIENCES Ideas for field activities, found at the end of each chapter, are designed to provide you with experiences that will reinforce the connection between material covered in the chapter and its classroom applications.

WEB SITES Each chapter contains an annotated list of URLs for web sites that can enrich the material presented in the chapter. Additionally, we provide key words and terms that can be researched on the World Wide Web with any search engine. This feature should help you become more proficient in using the web in your everyday learning and teaching activities.

NOTES AND BIBLIOGRAPHIES The chapter endnotes and bibliographies in this edition of the book have been enhanced with new entries, many of which are sources published since 1995. As you prepare to become a professional educator, we want you to know how important it is to stay in touch with current scholarship in the field.



THE AUTHOR TEAM

James A. Johnson, Professor of Education Emeritus at Northern Illinois University, has been an educator for more than thirty-five years, serving as a public

school science teacher, teacher educator, and university administrator. He has been coauthor of all eleven editions of *Introduction to the Foundations of American Education* and author or coauthor of a dozen other college textbooks.

Victor L. Dupuis, Professor of Curriculum and Instruction Emeritus and Waterbury Professor of Secondary Education Emeritus at the Pennsylvania State University, is a private consultant in the areas of staff development, Native American education, and curriculum development/evaluation with Dupuis Associates. He has taught junior high social studies and English, as well as having served as a school district curriculum director and teacher educator. In addition to coauthoring all eleven editions of *Introduction to the Foundations of American Education*, he has most recently written *An Alcohol Awareness Curriculum Kit for Elementary and Secondary American Indian Students* (1989).

Diann Musial, Professor of Leadership and Educational Policy at Northern Illinois University, has served in elementary school administration and in industry as a researcher and director of training, in addition to her work as a teacher educator. She has coauthored the three latest editions of *Introduction to the Foundations of American Education*, and she is author of *Classroom 2061: Activity-Based Assessments in Science* (Skylight Publishing, 1995) and of the forthcoming *Framing Ways of Knowing* (Skylight Publishing).

Gene E. Hall, Professor of Educational Leadership at the University of Northern Colorado, is a scholar internationally known for his research on the change process in schools and other organizations. He is the lead architect of the widely used Concerns-Based Adoption Model (CBAM), which organizations employ in studying and facilitating the change process. He has served for more than twenty years as a teacher educator, researcher, and university administrator. He has been a coauthor of this book since its ninth edition, and he is coauthor, with Shirley M. Hord, of the forthcoming *Implementing Change: Patterns, Principles, and Potholes* (Allyn and Bacon).

Donna M. Gollnick is Senior Vice President of the National Council for the Accreditation of Teacher Education (NCATE), where she oversees all accreditation activities. She is also Vice President of the National Association for Multicultural Education (NAME) and is noted for her work in multicultural education. Besides her work in teacher accreditation, she has taught in secondary schools. A coauthor of the tenth and eleventh editions of *Introduction to the Foundations of American Education*, she is also coauthor, with Philip C. Chinn, of *Multicultural Education in a Pluralistic Society*, Fifth Edition (Merrill, 1997).



DEALING WITH CHANGE

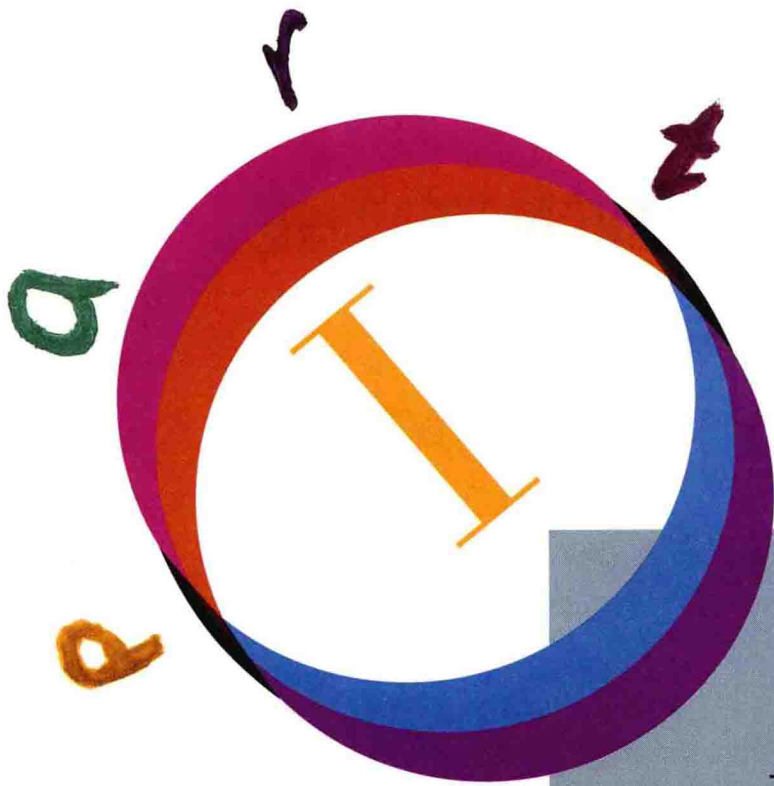
“May you live in a time of change” is one translation of an ancient Chinese curse. The curse implied that the best times were eras marked by stability, routine, and preservation of the status quo. Times certainly have changed! Today we are bombarded on a daily basis with new information, procedures, and possibilities in areas such as technology, music, media, world politics, and fashion—and in schools, student populations, and preferred teaching methodologies. In this book we reflect on and explore today’s rapidly changing world, especially the world of education, because we believe that future teachers must be able to understand, anticipate, and deal with change throughout their careers. In fact, we want to help prepare you to become an agent of change in education. So it is with our *best* wishes that we say, “May you live in a time of change.”



ACKNOWLEDGMENTS

We are sincerely grateful to the many colleagues, students, reviewers, and editors who have helped us over the years to make this text the most popular and widely used book in the field. We thank our publisher, Allyn and Bacon, for their continued excellent support over the years, and for enabling us to deliver the message that we, as professional educators, deem crucial for the preparation of teachers. In particular, we thank Virginia Lanigan, our series editor, for her valuable assistance. We want to give special thanks to Linda Bieze, our developmental editor, for her patience and professionalism; her many hours of hard work added a needed polish to a manuscript with its share of rough edges. We also sincerely thank the following reviewers:

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