



Ornstein / Levine

FOUNDATIONS OF EDUCATION

Seventh Edition



7th Edition

FOUNDATIONS of EDUCATION

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Houghton Mifflin Company

Boston New York

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Cover design: Cat & Mouse

Cover image: Sonia Delauney, scarf designs for Diaghilev ballet "Cleopatre,"
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Part opener credits: Part One, page 3: Tom McCarthy/The Picture Cube; Part Two,
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Street, Boston, MA 02116-3764.

Printed in the U.S.A.

Library of Congress Catalog Card Number: 99-71956

ISBN: 0-395-95576-9

3 4 5 6 7 8 9-QH-03 02 01 00

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FOUNDATIONS of EDUCATION

P R E F A C E

The Seventh Edition of *Foundations of Education* provides a comprehensive overview and analysis of topics and material typically taught in foundations courses in the United States. We have written it for students who are preparing for a teaching career as well as those who simply wish to learn more about the key educational issues and policies affecting American education.

Audience and Purpose

This text is designed for use in both introductory courses in the foundations of education and in a variety of upper-level foundations courses. For beginning students in education, it provides a clear understanding of the teaching profession and the issues and controversies confronting American education today. The book also is appropriate for upper-level courses because of its solid research base and documentation drawn extensively from primary sources and its systematic attention to providing up-to-date references.

Our purposes in writing this book remain the same as in the previous six editions: to provide a comprehensive body of knowledge and information on the various foundations of education and significant contemporary issues, while incorporating relevant interdisciplinary perspectives. We have sought to summarize and synthesize fundamental concepts and research findings in a practical way and to provide balanced treatment of controversial issues without making the text either too simplistic or too complicated.

Goals and Features of the Revision

Three goals directed the work on this new edition: 1) to make sure it is contemporary and substantive in identifying and analyzing appropriate subject matter; 2) to increase the effectiveness of the text for student learning; and 3) to provide material that instructors are likely to want emphasized in preparing their students for teaching careers.

In order to meet our first goal, of including an appropriate mix of contemporary and substantive classic subject matter, we have worked to refine the emphases, or themes, that recur throughout the book:

- **Diversity** We continue to place emphasis, throughout this revision, on student diversity and multiculturalism. For example, we discuss the importance of diverse populations in the teaching profession, the current status of desegregation and other important equal opportunity trends, and educational responses to the increasing diversity of students in the United States.
- **Technology** We have systematically placed greater emphasis on the emerging role of technology in education. Our increased emphasis on technology includes new sections on the history of technology in education, the place of technology in school reform, and the effects of digital technologies on children.

- **Developing One's Own Philosophy of Education** New sections stressing development of a personal philosophy of education include the professional planning for the first-year feature described below, as well as questions or sections in many chapters stressing the relevance and importance of a personal philosophy of education to the realities of day-to-day teaching.

Other current and important topics that receive particular emphasis in the Seventh Edition include professional development, school-based management, character education, the history of education in China and India, legal protections regarding assaults on teachers and students, school choice and charter schools, curriculum and testing standards, promising instructional innovations and interventions, approaches for helping disadvantaged students and for equalizing educational opportunity, collaboration between schools and other institutions, research on class size, and international achievement patterns.

We have worked diligently to obtain the latest available data on contemporary topics such as teacher employment trends, student and school demographics, adolescent substance abuse, school finance trends, changes in the family, school governance changes, and student performance. Over forty percent of the citations in this edition are from 1996 or later.

Our updating has drawn to a considerable extent on resources available on the Internet. For this reason, many of the citations do not have page references. Students can explore areas of personal interest by scrutinizing the printed versions of many sources we cite — including news sources such as the *New York Times* and *Education Week* and journal sources such as the *American School Board Journal*, *Educational Resources Information Clearing House*, and *Scientific American* — at college, community, and university libraries. (For *Education Week*, most articles can be accessed easily by searching the Archives.) But in general, instructors should recognize that a substantial proportion of our citations are available to their students on the Internet. To facilitate access, we frequently provide URLs that students can access from any computer linked to the World Wide Web. (The web sites were active at the time we prepared this text, but we, of course, are not responsible for their continued presence.)

In order to meet our second goal, the enhancement of student understanding, we have retained and thoroughly updated key pedagogical features that helped students in previous editions, including focusing questions, marginal notes, Getting to the Source and Taking Issue features, topical overview charts, chapter summaries, key terms lists and an extensive glossary, discussion questions, and lists of selected Internet and reading resources. In addition, we have paid considerable attention to making our textual descriptions of both new and continuing topics as clear and informative as possible, revising many of the discussions retained from previous editions to further enhance readability and understanding.

Finally, we have added **two new features** that highlight our third goal of helping students prepare for teaching careers:

- **“Professional Planning for Your First Year”** sections in each chapter describe plausible situations that teachers may well confront during their first year, and then ask the reader how he or she might respond and what concepts rooted in one's philosophy of education might be drawn on in doing so.
- **“Suggested Projects for Professional Development”** sections at the end of each chapter provide readers with opportunities to extend their knowledge about chapter ideas by engaging in such activities as conducting surveys; en-

gaging in debates, role-plays, and group activities; researching and presenting in-depth information; and visiting schools. Several chapters include suggestions that may serve as the basis for elements of a portfolio for certification or interviewing.

Content and Organization

The text consists of sixteen chapters divided into six parts. Part One (“Understanding the Teaching Profession”) considers the climate in which teachers work today and its impact on teaching. Changes in the job market and in the status of the profession and issues such as teacher empowerment, school-based management, and alternative certification are treated in detail.

The three chapters in Part Two (“Historical Foundations”) provide historical context for understanding current educational practices and trends by examining the events and ideas that have influenced the development of education in the United States. Chapter 3 has been revised in accordance with its new title, “World Roots of American Education.”

Part Three (“Political, Economic, and Legal Foundations”) presents an overview of the organization, governance, and administration of elementary and secondary education; the financing of public education; and the legal aspects of education.

Part Four (“Social Foundations”) examines the relationships between society and the schools that society has established to serve its needs. The three chapters in this part discuss culture and socialization, the complex relationship between social class, race, and educational achievement, and the various programs aimed at providing equal educational opportunity for all students.

Part Five (“Philosophical and Curricular Foundations”) examines the ideas and concepts that have shaped education and the ways in which changes in societies have led to changes in educational goals, curriculum, and instructional methods. Throughout these three chapters we explicitly point out how particular philosophical ideas are linked to goals, curriculum, and other facets of contemporary education. This section concludes with a look at emerging curriculum trends.

Part Six (“Effective Education: International and American Perspectives”) provides a comparative look at schools and their development throughout the world and an in-depth analysis of current efforts to improve school effectiveness in the United States.

Special Pedagogic Features

The Seventh Edition of *Foundations of Education* includes many special features designed to help students easily understand and master the material in the text. Six pedagogical features are particularly noteworthy:

- **“Professional Planning for Your First Year”** features in each chapter describe situations that teachers may well confront during their first year, and then asks the reader how he or she might respond based on his or her philosophy of education. These response situations connect chapter ideas to the real world of teaching as experienced by beginning professionals.
- **“Suggested Projects for Professional Development”** at the end of each chapter provide readers with opportunities to extend their knowledge about chapter ideas by conducting surveys; engaging in debates, role-plays, and group activities; researching and presenting in-depth information; and visiting

schools to observe and interview faculty and administrators. Several chapters include suggestions that may serve as the basis for elements of a portfolio for certification or interviewing.

- **Internet and video resources** at the end of each chapter connect both the reader and instructor to emerging new technologies.
- **“Getting to the Source”** offers students the opportunity to become familiar with a wide variety of primary source materials. Appearing in every chapter, this feature consists of one-page excerpts from a variety of high-interest, significant, and relevant primary source materials, along with author commentary and questions. New material involving this feature includes “A Confucianist View of Good Teaching,” “Rousseau on Natural Education,” and “Every Child Reading.”
- **Charts entitled “Taking Issue”** present controversial issues in the field of education, offering arguments on both sides of a question so that students can understand why the topic is important and how it affects contemporary schools. One of these charts appears in each chapter, covering issues such as alternative certification, merit pay, magnet schools, character education, and establishing a national curriculum. New material involving this feature includes “Universal Truth or Cultural Relativism?” and “Should Education Be Child-Centered?” Instructors may wish to use these charts as the basis for class discussion or essay assignments.
- **Topical overview charts**, set off in screened boxes throughout the text, summarize and compare key developments and topics.

To help you easily locate these six features above, special indexes for each of them appear on the inside cover at the back of this book.

In addition, other key pedagogic features of the preceding edition have been retained, including the following:

- *Focusing questions* at the beginning of each chapter highlight the major topics to be discussed.
- *Marginal notations* reinforce central points throughout the text.
- *Annotated lists of selected readings and resources for further learning* that may be of special interest to readers appear at the end of each chapter.
- *A list of key terms*, with cross-references to text pages, appears near the end of each chapter as a convenient recapitulation and guide for the student.
- *End-of-chapter features* also include *summary lists* that facilitate understanding and analysis of content and *discussion questions* to stimulate class participation in examining text material.
- *An extensive glossary* at the end of the book defines important terms and concepts.

Ancillaries

Accompanying the text is an *Instructor’s Resource Manual with Test Items*. It contains hundreds of test items, developed according to sound principles and standards of test construction. The multiple-choice items have been extensively revised and include many items that test for higher-order thinking skills. In addition, the instructional resource material of the manual has been thoroughly updated and revised to

reflect new text content; it offers for each chapter of the text a chapter outline, a chapter overview, student objectives, lecture and discussion topics, student projects, selected references and resources, a transition guide, and model syllabi.

The test items contained in the Instructor's Resource Manual are also available in an electronic format in a *Computerized Test Generator*.

A set of *transparencies*, both two- and one-color, is available to each instructor upon adoption of the text. The transparencies include figures from the text and new material as well.

Acknowledgments

The Seventh Edition would not have been possible without the contributions and feedback from many individuals. In particular, James Lawlor, Professor of Education at Towson University, planned and carried out many quite substantial revisions in Chapters 2, 6, 7, 13, and 14. His outstanding contributions to this volume are in themselves a testimonial to the breadth of his knowledge and the acuity of his insight as an educator dedicated to improving professional preparation. Gerald Gutek, Professor Emeritus of Education and History at Loyola University of Chicago, has also made an outstanding contribution to the book as the author of Chapters 3, 4, 5, and 12, which he thoroughly revised and updated for this edition.

A number of reviewers made useful suggestions and provided thoughtful reactions that guided us in this revision. We wish to thank the following individuals for their conscientiousness and for their contributions to the content of this edition:

H. Rose Adesiyan, *Purdue University, Calumet*

John A. Bucci, *Rhode Island College*

Viriden Evans, *Florida A & M University*

John R. Petry, *The University of Memphis*

Richard R. Renner, *University of Florida*

Roderick M. Thronson, *Carroll College*

We also want to acknowledge and express appreciation for the work of Sheralee Connors who, as Development Editor, made crucial contributions in every aspect involved in revising this text. At Houghton Mifflin, Associate Editor Lisa Mafrici and Senior Sponsoring Editor Loretta Wolozin continued to provide overall leadership and supervision to make sure that this edition would be worthwhile and timely. Other persons who made creative contributions included Carol Newman, Senior Project Editor, Carol Merrigan, Senior Production/Design Coordinator, and Marie Barnes, Senior Manufacturing Coordinator. We'd also like to thank Susan Zorn, who copyedited the manuscript.

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