Introduction to the

FOUNDATIONS OF AMERICAN EDUCATION

James A. Johnson
Victor L. Dupuis
Diann Musial
Gene E. Hall
Donna M. Gollnick

12th

TWELFTH EDITION

Introduction to the Foundations of American Education

JAMES A. JOHNSON
Northern Illinois University

VICTOR L. DUPUIS
Pennsylvania State University

DIANN MUSIAL
Northern Illinois University

GENE E. HALL
University of Nevada, Las Vegas

DONNA M. GOLLNICK
National Council for the Accreditation of Teacher Education

ALLYN AND BACON
Boston ■ London ■ Toronto ■ Sydney ■ Tokyo ■ Singapore

Executive Editor: Stephen D. Dragin
Development Editor: Linda Bieze
Production Supervisor: Joe Sweeney
Editorial Assistant: Barbara Strickland
Marketing Manager: Kathleen Morgan
Editorial-Production Service: Omegatype Typography, Inc.
Manufacturing Buyer: Megan Cochran
Cover Administrator: Linda Knowles
Electronic Composition: Omegatype Typography, Inc.

Copyright © 2002, 1999, 1996, 1994, 1991, 1988, 1985, 1982, 1979, 1976, 1973, 1969 by Allyn and Bacon
A Pearson Education Company
75 Arlington Street
Boston, MA 02116

Internet: www.ablongman.com

All rights reserved. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the copyright owner.

Between the time Website information is gathered and published, some sites may have closed. Also, the transcription of URLs can result in typographical errors. The publisher would appreciate notification where these occur so that they may be corrected in subsequent editions.

Library of Congress Cataloging-in-Publication Data

Introduction to the foundations of American education / James A. Johnson . . . [et al.]. — 12th ed.
p. cm.
Includes bibliographical references and index.
ISBN 0-205-32387-1 (alk. paper)
1. Education—Study and teaching—United States. 2. Education—United States. 3. Educational sociology—United States. 4. Teaching—Vocational guidance—United States. I. Johnson, James Allen.
LB17 .I59 2002
370'.973—dc21 2001022106

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1 RRD-OH 06 05 04 03 02 01

Credits for photos appear on page 594, which constitutes a continuation to the copyright page.

PREFACE

The twelfth edition of *Introduction to the Foundations of American Education* is the product of the collaborative effort of five professional educators, each bringing his or her particular and general knowledge, both practical and scholarly, to the field of education and teaching. This team approach enriches the text by enlisting each author's valuable perspectives on a variety of educational topics, issues, events, and people. This edition uses the metaphor of a camera lens to give students a helpful way to study and interpret educational issues pertinent to schools, students, and the teaching profession.

As you know, a camera's zoom lens enables the photographer to view the world from different perspectives. Some lenses use tinted filters to clarify a scene or to enhance a particular view. Also, you can adjust the view through a camera lens to bring certain things into sharper focus. In this book, we use the wide-angle foundations of education lens to view education as a community of teachers and learners immersed in a complex system of institutions, norms, beliefs, social mores, laws, and instructional and assessment practices. The wide-angle lens helps us see underlying causes, examine issues of justice and equality, view education through big ideas, ask basic questions, clarify assumptions, and assess structures. This perspective is the basis of the six parts that comprise the overall structure of the book. The wide-angle view places the six sections in perspective, while the zoom ability focuses in on particular big ideas and questions in each chapter.

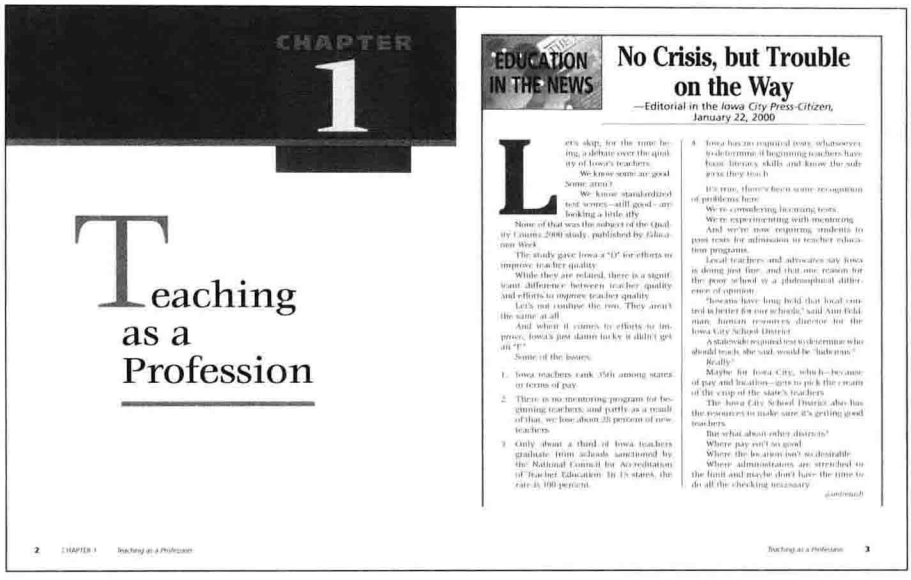
Thus, students can examine each of the foundation areas in depth as the different lenses bring it into sharper focus. We hope, as they use this text, that students will react to each of the six different parts with the particular lens perspective that we offer.

NEW FEATURES OF THE TWELFTH EDITION

As always, we present all major areas of the foundations of education—essential knowledge for anyone to become an informed and successful educator. In addition to the traditional foundation areas of history, philosophy, and sociology, we

include the equally essential areas of school organization, finance, law, and curriculum. Specifically, this edition includes:

- A **completely new opening chapter** that describes new teacher licensing expectations, including INTASC and NCATE standards, to give students a clear picture of the steps they need to take to become licensed teachers


CHAPTER 1

Teaching as a Profession

EDUCATION IN THE NEWS

No Crisis, but Trouble on the Way

—Editorial in the *Iowa City Press-Citizen*, January 22, 2000

- **Standards-based education, high-stakes testing, performance assessments,** and **authentic assessments** presented in the new Chapter 15 to help preservice teachers become conversant in various ways to assess student learning

- An **Education in the News feature** to open each chapter, giving a published news report to help readers see the currency and relevance of chapter content
- **Learner Outcome Statements** at the beginning of each chapter to help readers know the expected outcomes they will demonstrate after reading a chapter—a concept that will carry over into their professional practice
- A focus in each chapter on the **Big Ideas** that shape thinking in these foundation areas to help readers see the bigger picture of how what they are studying will apply in classroom practice
- A **Debate** feature in each chapter, in which two educators write about opposing sides of an issue related to the chapter topic; readers also have an opportunity to register their opinions on each issue at the book's Companion Website
- **Key Terms and Concepts** defined in marginal glossaries to aid reading comprehension

DEBATE

Should Nationally Certified Teachers Be Paid More?

YES

NO

此为试读，需要完整PDF请访问：www.ertongbook.com

In addition, popular features carried over from the previous edition include:

- **Professional Dilemma** features that provide opportunities to analyze real-life problems that preservice teachers will encounter in their classrooms
- Summaries of published research studies in **Relevant Research** features to model the use of research for preservice teachers
- **Global Perspectives** sections in each chapter to provide preservice teachers with a better understanding of international educational practices and how they compare to practices in the United States
- **School-Based Experiences, Journal Entries, Portfolio Development,** and **Websites** to visit at the end of each chapter, providing tools for the students' growth as professional educators

STUDENT WEBSITES

The Companion Website at http://www.ablongman.com/johnson, available to all users of the text, features online practice tests, links to websites discussed in the book, a discussion area based on the Journal Activities in the book, and an activity for each segment of the Allyn & Bacon Interactive Video for Foundations of Education and Introduction to Teaching (described below).

Beginning in January 2002, a PIN-protected Interactive Companion website will be available to all students who purchase the text new. This website offers a robust collection of materials to help students get the most out of *Introduction to the Foundations of American Education:* online practice tests, interactive activities, audio and video clips, and numerous links to websites related to virtually every topic discussed in the book.

SUPPLEMENTS FOR THE INSTRUCTOR

A full array of instructional supplements rounds out the book's package:

- **Instructor's Resource Manual**—correlates chapter outline, learner outcome statements, lecture notes, and all supplements
- **Test Bank and Journal Activity Masters**—scores of objective, essay, and performance-based assessment items for each chapter, plus reproducible journal activities
- **Computerized Test Bank**—for Windows and Mac platforms
- **CourseCompass**—an exclusive computerized course management system

- **Allyn & Bacon Interactive Video for Foundations of Education and Introduction to Teaching**—actual classroom footage to bring alive the concepts discussed in the text
- **Allyn & Bacon Foundations of Education Transparencies**—a set of 100 acetate transparencies that illustrate many text concepts
- **Allyn & Bacon Digital Media Archive CD-ROM for Education, 2001 Edition**—color images, video and audio clips, and weblinks to enhance your in-class presentations on text concepts

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 teacher, teacher educator, and university administrator. He has been coauthor of twelve editions of *Introduction to the Foundations of American Education,* as well as author or coauthor of a dozen other college textbooks.

Victor L. Dupuis, professor emeritus of curriculum and instruction and Waterbury Professor of Secondary Education at Pennsylvania State University, continues a professional career that began forty-five years ago. Currently, he serves as a private consultant in areas of staff development, Native American education, and curriculum development and evaluation with Dupuis Associates. He has also taught social studies and English and served as a school district curriculum director and teacher educator. In addition to coauthoring all twelve editions of this text, he has published widely in the areas of curriculum and instruction and Native American literatures.

Diann Musial, professor of leadership and educational policy and Northern Illinois University Presidential Teaching Professor, 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. Her consulting activities include work with public and private school districts, and she has coauthored the last five editions of this text. Additionally, she is coauthor of *Classroom 2061: Activity Assessments in Science Integrated with Mathematics and Language Arts* (SkyLight Professional Development, 1995) and *Teaching Science for Deep Understanding* (SkyLight Professional Development, 2002).

Gene E. Hall, dean of the College of Education at the University of Nevada at Las Vegas (UNLV), has served for more than thirty years as a teacher educator, researcher, and university administrator. He is active in assisting teacher education institutions in their efforts to become nationally accredited. He is also internationally known for his research on change process in schools and their organizations. He is the lead architect of the widely used Concerns-Based Adoption Model (CBAM), which organizational leaders and staff developers employ in studying and facilitating the change process. In addition to coauthoring the last four editions of this text, he is coauthor of *Implementing Change: Principles and Potholes* (Allyn & Bacon, 2001).

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 president of the National Association for Multicultural

Education (NAME) and is a recognized authority in multicultural education. In addition to her work in teacher accreditation, she has taught in secondary schools and coauthored the last three editions of this text. She is also coauthor, with Philip C. Chinn, of *Multicultural Education in a Pluralistic Society,* Sixth Edition (Merrill, 2002).

ACKNOWLEDGMENTS

We are sincerely grateful to the many colleagues, 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 its continued 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 Steve Dragin, our series editor, for his support and assistance. A special word of thanks to Linda Bieze, our developmental editor, for her professional effort with this text. She has provided the needed polish for the rough edges and kept our lofty goals in perspective for students and the field of education. We also sincerely thank the following reviewers:

Rose Adesiyan, Purdue University, Calumet
Charles Alberti, Bemidji State University
Morris L. Anderson, Wayne State University
James Binko, Towson University
Saundra Bryn, Arizona State University, West
Perry Castelli, Troy State University
William "David" Cauble, Western Nebraska University
Alan Dean, University of Rio Grande
Joan Dengel, Edinboro University of Pennsylvania
Dorothy Engan-Barket, Mankato State University
Geneva Gay, University of Washington
John Georgeoff, Purdue University
Frank Guldbrandson, University of Minnesota–Duluth
Thomas M. Gwaltney, Eastern Michigan University
Hurst Hall, Northwestern State College
Bruce Hill, Triton College
Mary E. Huba, Iowa State University
Michael James, Connecticut College
Monica Janas, College of Charleston
Michael H. Jessup, Towson University
Kristi Johnson, Marymount University
Kathryn W. Linden, Purdue University
Mary Ann Manos, Bradley University
William R. Martin, George Mason University
Paul M. McGhee, Morehead State University
Theodore Meyers, University of Memphis
Jane A. Newburger, Cazenovia College
James E. Newby, Howard University
Carolyn O'Grady, Gustavus Adolphus College

Thomas R. Oswald, North Iowa Area Community College
Richard L. Perez, Glendale Community College
Eugene T. W. Sanders, Bowling Green State University
Tyll van Geel, University of Rochester
Paul Wagner, University of Houston, Clear Lake
David E. Washburn, Bloomsburg University of Pennsylvania
Thomas H. Williams, West Virginia Wesleyan College
Wayne Willis, Morehead State University
John R. Zelazek, Central Missouri State University

Coverage of Interstate New Teacher Assessment and Support Consortium (INTASC) Standards for Beginning Teacher Licensing and Development

INTASC Standards		Text Chapter/Page Number
STANDARD 1	Central concepts, tools of inquiry, and structures of the subject being taught.	**Chapter 1:** 18, 19, 24, 26–29 **Chapter 15:** 527–537, 562–568
STANDARD 2	Children's learning and intellectual, social, and personal development.	**Chapter 3:** 113–121, 129 **Chapter 9:** 349, 360 **Chapter 10:** 386, 390, 392, 393, 395–396, 397, 402 **Chapter 11:** 408–409 **Chapter 13:** 464, 466, 471, 473, 477 **Chapter 14:** 496
STANDARD 3	Student differences in their approaches to learning and adaptations for diverse learners.	**Chapter 4:** 148–151 **Chapter 9:** 348–351 **Chapter 13:** 467–468, 480
STANDARD 4	Instructional strategies for students' development of critical thinking, problem solving, and performance skills.	**Chapter 4:** 161 **Chapter 7:** 299 **Chapter 10:** 381–385, 387 **Chapter 11:** 428–429 **Chapter 14:** 504, 505–509, 510–512
STANDARD 5	Individual and group motivation and behavior for positive social interaction, active engagement in learning, and self-motivation.	**Chapter 7:** 288 **Chapter 10:** 426 **Chapter 12:** 442–444 **Chapter 14:** 500, 501, 502, 503
STANDARD 6	Effective verbal, nonverbal, and media communication techniques for inquiry, collaboration, and supportive interaction in the classroom.	**Chapter 4:** 151–154 **Chapter 14:** 509–518
STANDARD 7	Instructional planning based on knowledge of subject matter, students, the community, and curriculum goals.	**Chapter 4:** 148–151 **Chapter 8:** 313–316 **Chapter 11:** 410–429 **Chapter 12:** 438–439, 441 **Chapter 13:** 474–484 **Chapter 14:** 504–509 **Chapter 15:** 558–560
STANDARD 8	Formal and informal assessment strategies for intellectual, social, and physical development of the learner.	**Chapter 5:** 197, 200 **Chapter 9:** 356–357 **Chapter 11:** 427 **Chapter 12:** 442 **Chapter 15:** 525, 537–555, 560–561
STANDARD 9	Reflection to evaluate effects of choices and actions on others.	**Chapter 1:** 30–36 **Chapter 9:** 353, 357–361 **Chapter 12:** 451–455
STANDARD 10	Relationships with school colleagues, parents, and agencies to support students' learning and well-being.	**Chapter 1:** 36–37 **Chapter 15:** 561

National Council for the Accreditation of Teacher Education (NCATE) Professional Standards		
NCATE Standards		**Text Chapter/Page Number**
STANDARD 1	Candidate knowledge, skill, and dispositions	**All Chapters**
STANDARD 2	Assessment system and unit evaluation	**Chapter 9:** 356–357 **Chapter 15:** All **All Chapters:** Journal entries and portfolio development activities
STANDARD 3	Field experiences and clinical practice	**All Chapters:** School-based experience activities
STANDARD 4	Diversity	**Chapter 1:** 8–9, 17 **Chapter 2:** All **Chapter 3:** All **Chapter 4:** All **Chapter 5:** 231–247, 266–267, 270 **Chapter 7:** 282–301 **Chapter 8:** 327–333 **Chapter 9:** 348–351 **Chapter 10:** 397–402 **Chapter 13:** 468–469
STANDARD 5	Faculty qualifications, performance, and evaluation	**Chapter 1:** All **Chapter 15:** All
STANDARD 6	Governance and resources	**Chapter 8:** 317–321

此为试读,需要完整PDF请访问: www.ertongbook.com

CONTENTS

INTASC Standards Table v
NCATE Standards Table vi
List of Features xxi
Preface xxiii

PART ONE
The Profession of Teaching xxx

Viewing Education through Professional Lenses 1

1 Teaching as a Profession

Education in the News: No Crisis, but Trouble on the Way 3

Learner Outcomes 4

Today's Teachers 5
The Importance of Teachers to Society 6
The Public View of Teachers and Schools 6
Who Teaches? 8
Teachers Needed 12

Teaching as a Profession 18
Characteristics of a Profession 18
Quality Assurance Continuum 20
Professional Responsibilities 24

Debate
Should Nationally Certified Teachers Be Paid More? 25

Professional Dilemma
Who Is Cheating Now? 30

Reflecting on One's Practice 30

Relevant Research
Making Meaning of the Educational Portfolios 35

Working with Colleagues, Other Professionals, and Students' Families 36
Participating in the Profession 37

Global Perspectives
Education International 42

Challenges Affecting Teachers 42
Salaries 42
Working Conditions 47

Beginning and Continuing a Teaching Career 47
Becoming Licensed 48
Searching for a Teaching Position 49
Remaining a Teacher 50

Summary 51
Discussion Questions 52
Journal Entries 52
Portfolio Development 52
School-Based Experiences 53
Websites 53
Notes 54
Bibliography 54

Appendix 1.1: State Teacher Licensure Offices 56
Appendix 1.2: Professional and Religious Education Associations: A Selected List 58

PART TWO
School and Society 60
Viewing Education through Sociological Lenses 61

2 Diversity in Society

Education in the News: Little Newcomers in a Strange Land 63

Learner Outcomes 63

Culture and Society 65
Characteristics of Culture 65
Dominant or Mainstream Culture 65
Microcultural Groups 66

Diversity and Education 67
Assimilation 68
Cultural Pluralism 69
Cultural Choice 70

Socioeconomic Status 71
Social Stratification 72
Class Structure 72
Poverty 73

Ethnicity and Race 75
Race 75
Ethnicity 76
Ethnic Diversity 76

Relevant Research
Development of Racial and Gender Identity 78

Gender 78
Differences between Females and Males 78

Global Perspectives
Poverty, Illiteracy, and School Attendance in China 81

Sexual Orientation 81

Language 82
Language Diversity 82
Dialectal Diversity 83

Professional Dilemma
Communicating with Parents of English Language Learners 84

Exceptionalities 84
Inclusion 85

Debate
Are Too Many Kids Labeled Gifted? 86

Cultural Differences 88
Disproportionate Placements 88

Religion 88
Religious Pluralism 88
Religion in Schools 89

Geography 90
Rural Communities 90
Suburban Communities 91
Urban Communities 92

Cultural Identity 93
Intragroup Differences 93
Biculturalism and Multiculturalism 93

Summary 94
Discussion Questions 96
Journal Entries 96
Portfolio Development 96
School-Based Experiences 97
Websites 97
Notes 98
Bibliography 99

3 Schools Facing Social Challenges

Education in the News: Racial Gap in Schools Splits a Town Proud of Diversity 101

Learner Outcomes 101

Groups in Society 103
Power and Domination 103
Ethnocentrism 105
Prejudice and Discrimination 106

Today's Families 108
Parenting 109

Professional Dilemma
What If He Has Two Mommies? 110

Latchkey Children 110
Homeless Students 112
Abuse 112

Today's Youth 113
Who Is This Generation? 114
Challenges of Youth Culture 116

Democracy and Schooling 122
Equality and Education 122

Relevant Research
Conflict of Liberal Discourse and Self-Interest 124

Roles of Schools 125
Purposes of Schools 127

Debate
Can Retention Be Good for a Student? 130

Whose Schools? 132

Global Perspectives
Universal Values 133

Democratic Schools 133

Summary 135
Discussion Questions 136
Journal Entries 136
Portfolio Development 137
School-Based Experiences 137
Websites 137
Notes 138
Bibliography 139

4 Education That Is Multicultural

Education in the News: Internet at School Is Changing Work of Students—and Teachers 141

Learner Outcomes 142

Undergirding Tenets 143
Diversity 144
Social Justice and Equality 145

Global Perspectives
Antiracist and Multicultural Education 146

Culture of the School 146
Traditions 147
Hidden Curriculum 147

Culturally Relevant Teaching 148
Building on Cultural Context 148
Centering the Cultures of Students 149
Validating Student Voices 151

Debate
Should We Correct Students' Grammar All the Time, Every Time? 153

Educational Challenges 154
The Challenge of Technology and Equity 155
The Challenge of Gender-Sensitive Education 157

Relevant Research
Boys and Girls in Performance-Based Science Classrooms 159
The Challenge of Language Diversity 159

Teachers as Social Activists 161
Thinking Critically 161
Practicing Equity in the Classroom 162

Professional Dilemma
Harassment in Schools 163

Teaching for Social Justice 163
Involving Communities and Families 164

Summary 165
Discussion Questions 166
Journal Entries 166
Portfolio Development 166
School-Based Experiences 167
Websites 167
Notes 168
Bibliography 169

PART THREE

Governance and Support of American Education 170

Viewing Education through Organizational Lenses 171

5 Organizing and Paying for American Education

Education in the News: Study: School Choice Popular; Academic Results Are Unclear 173

Learner Outcomes 174

The Structure of the American Education System 175
The Organization of Schools 176
Organization of the School District 180
Organization of Education at the State Level 182
The Federal Government's Role in Education 186
Other Types of Education Agencies 189
Choice: Increasing Options along with Uncertain Outcomes 190
Issues Related to Organization and Structure 195

Professional Dilemma
What Is the Appropriate Role for Teachers When the Politics Get Rough? 197

The Financing of Education: Sources of Funds and the Move from Equity to Adequacy 200
A System of Taxation and Support for Schools 201

Relevant Research
Reform of School Finance in Michigan 206

Debate
Has Student Fund-Raising Gone Too Far? 208

Education Spending 210
Perennial School Finance Issues 213
Accountability 215

Global Perspectives
International Comparisons in Spending for Schools 219

Summary 220
Discussion Questions 222
Journal Entries 222
Portfolio Development 223
School-Based Experiences 223
Websites 223
Notes 224
Bibliography 225

6 Legal Foundations of Education

Education in the News: Prayers Are Heard at Football Games Despite Ruling 227

Learner Outcomes 227

Legal Aspects of Education 229
Legal Provisions for Education: The U.S. Constitution 229
Church and State 231
Segregation and Desegregation 239
Equal Opportunity 244

Professional Dilemma
What Will You Do If a Child in Your Classroom Has AIDS? 247

Teachers' Rights and Responsibilities 248
Conditions of Employment 248
Academic Freedom 254
Liability for Negligence 256

Students' Rights and Responsibilities 248
Students' Rights as Citizens 259

Debate
Should Teachers and Support Staff Be Able to Suspend Students? 262

Students' Rights and Responsibilities in School 265

Relevant Research
Zero Tolerance, Zero Sense 272

Global Perspectives
Legal Aspects of Education in Other Countries 272

Summary 274
Discussion Questions 275
Journal Entries 275
Portfolio Development 276
School-Based Experiences 276
Websites 276
Notes 277
Bibliography 277

此为试读,需要完整PDF请访问: www.ertongbook.com