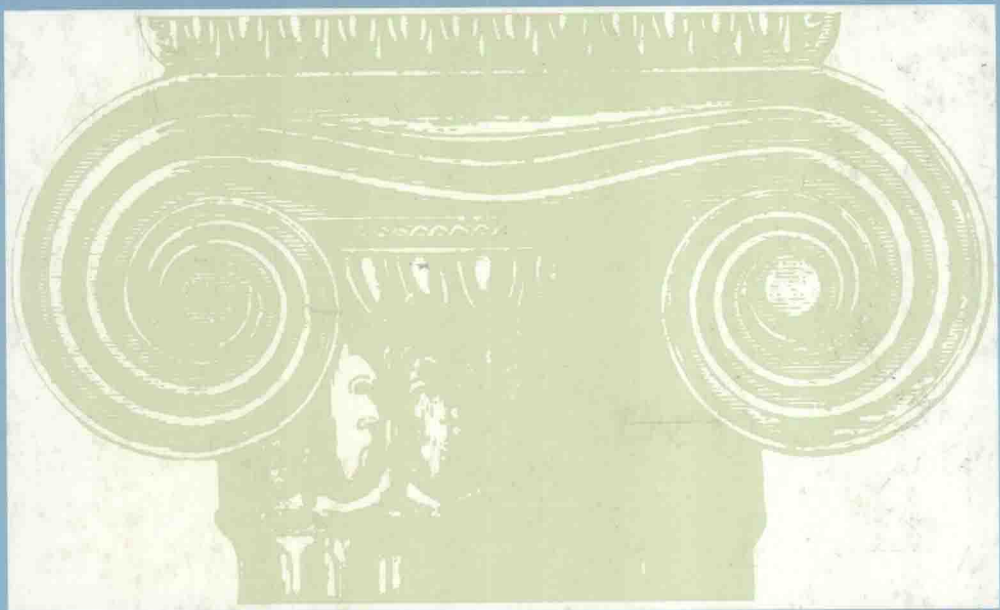


SOCIAL FOUNDATIONS OF EDUCATION

THIRD EDITION



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Social Foundations of Education

Third Edition

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Prentice Hall, Englewood Cliffs, New Jersey 07632

Library of Congress Cataloging-in-Publication Data

Social foundations of education / Richard D. Van Scotter ... [et al.].
-- 3rd ed.

p. cm.

Includes bibliographical references.

ISBN 0-13-816992-6

1. Educational sociology. 2. Educational sociology--United States. 3. Education--Social aspects. 4. Education--Social aspects--United States. 5. Education--Philosophy. I. Van Scotter, Richard D.
LC189.S6684 1991
370.19--dc20

90-35476
CIP

Previously published under the title
Foundations of Education: Social Perspectives.

Editorial/production supervision: Mary McDonald
Interior design: Karen Buck
Cover design: Wanda Lubelska Design
Manufacturing buyer: Robert Anderson



© 1991, 1985, 1979 by Prentice-Hall, Inc.
A Division of Simon & Schuster
Englewood Cliffs, New Jersey 07632

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Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

ISBN 0-13-816992-6

Prentice-Hall International (UK) Limited, London
Prentice-Hall of Australia Pty. Limited, Sydney
Prentice-Hall Canada Inc., Toronto
Prentice-Hall Hispanoamericana, S.A., Mexico
Prentice-Hall of India Private Limited, New Delhi
Prentice-Hall of Japan, Inc., Tokyo
Simon & Schuster Asia Pte. Ltd., Singapore
Editora Prentice-Hall do Brasil, Ltda., Rio de Janeiro

Preface

Social Foundations of Education is intended for undergraduate students who are prepared for a serious examination of educational ideas, concepts, and issues, or for graduate students beginning their study in education. For students who are social science majors, *Social Foundations* should be helpful in relating the threads of information and knowledge they have acquired in these subjects. For the student who has little preparation in this area, the text will serve as an introduction to the subject. This book also will be informative to students who are not planning on a teaching career but want a foundation and framework for understanding educational issues.

END-OF-CHAPTER RESOURCES

As an introductory textbook, *Social Foundations* addresses several problems in education. In order to go beyond the traditional classroom treatment of these issues, we have concluded each chapter with *Practical Activities* and a *Case Study*. Each end-of-chapter section also contains *Thought Questions* and a *Bibliography*. The Practical Activities and Case Studies add an innovative and reportorial dimension to this book that we believe is important in the preparation of future teachers.

Judging from the testimony of our students, the Case Studies and Practical Activities are among the most valuable parts of the courses we teach. Professors who have used earlier editions of this text also indicate that these are useful, even intriguing, teaching resources. The Case Studies can be used in class either at the beginning of an area of study, at the end of the area, or with each chapter. They also serve as a change of pace for both students and professors. We recommend them for short, two-to-three-page typewritten analyses.

The Case Studies don't take students into schools and the community, but they do help bring the reality of issues into college classrooms. The Practical Activities, however, are designed to engage students in educational matters outside the college campus. Students will observe public school classrooms, interview teachers and administrators, talk with students, teach short lessons, poll parents, conduct community studies, and have other eye-opening, educational experiences.

School personnel welcome the involvement of prospective teachers, often commenting that they, too, learn much from the encounters.

The Thought Questions and Bibliographies can inspire sound thinking on issues and topics developed in a chapter. Answers to Thought Questions are not likely to be found directly in a chapter; rather, teachers and students examine the questions by applying their personal experiences to information in the book and other sources.

CHAPTER CONTENT

This third edition of *Social Foundations* is divided into five sections: I—Life in Classrooms and Schools, II—Values in Education, III—School and Society, IV—Education in a Pluralistic Society, and V—Historical and Global Dimensions. In each chapter we have attempted to present the fundamental ideas and understandings related to the topic. In addition, many chapters include a position on the subject or central issue. These positions represent our perspective on the topic, which is a nice way of saying that our points of view are evident throughout the text.

We believe that schools today are part of a web of institutions and organizations in our society that for the most part preserve the status quo and protect those in power. Most proposals to restructure schools, as appealing as some are, don't address this fundamental effect. We do believe the function of schools in our society needs to be more clearly understood and the purpose of schools more narrowly focused. We take the schools as they are—bureaucratic, traditional, rule oriented, evaluative—and look for slippage in the system. We believe there is room in school systems and individual schools to bring about significant changes in curriculum, administrative organization, student rights, and teachers' professionalism, among other areas.

Every chapter in this third edition has been revised to reflect the changing conditions in American education, characterized by heated debate, during this closing era of the twentieth century. A few chapters have been extensively revised. Chapter 2, for example, was completely rewritten to examine the reform agendas of the 1980s and 1990s, and to offer what we intend to be an insightful synthesis. Likewise, we expanded Chapter 13 to provide a framework to understand the future of education as America prepares to enter a new century.

PART I—LIFE IN CLASSROOMS AND SCHOOLS

In Part I we present an overview of the teaching profession (Chapter 1) and the issues faced by educators (Chapter 2). This section describes the roles, responsibilities, and lives of teachers. It also examines the impact of educational reform and recommends ways that teachers and schools can more effectively serve the educational needs of this nation.

PART II—VALUES IN EDUCATION

Part II studies crucial values in American society and education. Philosophies of education and emerging ideologies are surveyed (Chapter 3), and the role of moral issues, religious and secular, in education is examined (Chapter 4).

PART III—SCHOOL AND SOCIETY

This section focuses on the relationship of social science to the foundations of education: sociology and anthropology (Chapter 5), political science (Chapter 6), and economics (Chapter 7). This treatment represents a synthesis of ideas and concepts from various disciplines and studies their relationship to the field of education.

PART IV—EDUCATION IN A PLURALISTIC SOCIETY

In Part IV we examine crucial issues in American society and education, specifically those related to race and ethnicity (Chapter 8) and sexism (Chapter 9). Chapter 10 deals with alternatives in and to public education.

PART V—HISTORICAL AND GLOBAL DIMENSIONS

We conclude *Social Foundations* with three chapters on past and present perspectives of education in an international setting. Chapter 11 discusses the history of schooling in America and suggests future patterns of learning. Chapter 12 examines education in other countries, assessing the effects of schooling in these nations and the impact of American education. Chapter 13 views the future in terms of the effect on human lives and the shapes that schooling and education are likely to take.

About the Authors

All four authors began their education careers as secondary-school teachers in the social studies. Each specializes in and has taught in some area of social foundations and social studies education.

Richard Van Scotter was an economics teacher at Homewood-Flossmoor (Illinois) high school and a professor at Grinnell College. He is active in economics education, is the author of a high-school text on the subject, and currently serves as director of education for Junior Achievement's national office. He holds degrees from Beloit College (BA), the University of Wisconsin (MA), and the University of Colorado (PhD).

John Haas earned his bachelor's degree at Hope College, taught social studies in Michigan, and completed his PhD at the University of Michigan. After joining the University of Colorado's faculty, he directed its Experienced Teacher Fellowship Program and various summer institutes for teachers. He also writes and speaks extensively on future studies in education.

Richard Kraft is an expert on international education and has served as consultant to the education departments of Nicaragua, Ecuador, and Portugal. He has also traveled extensively in China and Africa. He received his bachelor's degree from Wheaton College and his PhD from Michigan State University. Like John Haas, he teaches at the University of Colorado.

James Schott earned his BA, MA, and PhD at the University of Colorado. He spent nine years as a secondary-school social studies teacher and later taught at the University of Wisconsin-Whitewater. He is an authority on alternative schools and is founder and director of the Boulder Community School. He also served as director of education for the Colorado Historical Society and is currently a senior staff associate at the Social Science Education Consortium in Boulder.

Contents

Preface ix

About the Authors xiii

PART I Life in Classrooms and Schools

1. The Professional Teacher	1
Is Teaching a Profession?	1
The Art of Teaching	3
Behind the Classroom Door	10
Professional Organizations for Teachers	12
The Legal Rights of Teachers	15
The Legal Rights of Students	17
Case Study: Intellectual Freedom	19
Thought Questions	20
Practical Activities	21
Bibliography	22
2. Contemporary Issues Facing Educators	24
The School as a Crucible	24
The Need for Hard Heads and Soft Hearts	27
The Conflict in Education	30
Knowledge Worth Knowing	41
School Reform in Focus	48
Public Schools at the Precipice	54
Case Study: Remaking the Curriculum	57
Thought Questions	58
Practical Activities	58
Bibliography	59

PART II Values in Education

3. Philosophies of Education	61
Philosophy Matters	61
Relationship of Philosophy to Education	63
What Is Philosophy?	65
Idealism, Realism, and Pragmatism	69
Philosophies of Education	71
Existentialism	77
A Personal Philosophy of Education	79
Case Study: Education in the Stone Age	81
Thought Questions	81
Practical Activities	82
Bibliography	82
 4. Values in Society and School	 84
The American Creed	85
Values in the Schools	87
Moral Education	94
Values in Conflict	96
Case Study: School Holidays	101
Thought Questions	102
Practical Activities	102
Bibliography	104

PART III School and Society

5. Sociological Perspectives	105
The Nature of a Society	105
Relationship of Society, Education, and Schools	106
Socialization, Education, and Schools	106
The Social Functions of Schools	108
Influences on Children and Adolescents	113
Multiple Domains of Education	119
Configurations of Learning	120
Education and Social Change	122
A Marxist Perspective	122
Case Study: Reporting Student Achievement	125
Thought Questions	125
Practical Activities	126
Bibliography	127

6. The Structure and Politics of Education	129
A Definition of Politics	130
Educational and Political Linkages	131
Political Influences on Education	131
Educational Influences on Politics	135
The Structure of Schooling	137
The Federal Government and Education	140
State Governments and Education	142
The Local District	144
Battlegrounds in Educational Politics	146
Case Study: Changing School Organization	149
Case Study: Academic Freedom	150
Thought Questions	150
Practical Activities	151
Bibliography	152
7. Economics of Education	153
The Economic System and Education in America	156
People as Producers	163
Some Discrepant Findings	168
The Human Side of Global Competitiveness	171
Quality of Educational Opportunity: A Special Problem in Financing Schools	172
School Finance Reform	178
Reducing the Burden on Schools	182
Case Study: Equalization of Educational Opportunity	182
Thought Questions	183
Practical Activities	184
Bibliography	184

PART IV Education in a Pluralistic Society

8. Race, Equality, Ethnicity, and Education	186
Ethnicity	187
Historical Overview	188
Melting Pot: Assimilation and Acculturation	194
Prejudice	195
The Schools	199
Cultural Pluralism	209
Case Study: The Newly Integrated School System	210
Thought Questions	210
Practical Activities	211
Bibliography	212

9. Gender and Education	213
Socialization and Gender Identity	213
Sex Discrimination, Sex Stereotyping, Sex Bias, Sexism	215
History of Patriarchy	217
Sex Discrimination in Schools and the Law	218
Schools and Sex Role Socialization	220
Women in Higher Education	226
Case Study: The Nonsexist Classroom	229
Thought Questions	230
Practical Activities	230
Bibliography	231
10. Alternative Schooling	233
A Perspective on Alternative Schools	234
Open Schools	239
Magnet Schools: A Pedagogical Alternative	242
Decentralization: A Political Alternative	243
Educational Vouchers: An Economic Alternative	244
Public Schools of Choice	245
Evaluation of Alternatives	246
Clarifying the Rationale	249
Home Study	250
The Future of Alternatives	251
Case Study: Alternative Schools	252
Thought Questions	252
Practical Activities	253
Bibliography	254

PART V Historical and Global Dimensions

11. The History of American Education	256
Education of the Young in Colonial America	257
In Quest of a Nation of Literate and Educated Citizens	259
Extending Universal Schooling Upward and Outward	265
The Progressive Mood in Education	268
The Illusion of Educational Reform	271
A Mirror for Society	273
A Return to Traditional Values	276
Prospects for Institutionalized Pluralism	278

Case Study: Home Schooling	279
Thought Questions	280
Practical Activities	281
Bibliography	282
 12. Education from an International Perspective	 284
Dimensions of the Problem	284
Education and Economic Development	285
Political and Anthropological Models	287
Comparing the Incomparable	290
Educational Models	291
A Critique of World Education	302
The Interdependence of People and Nations	303
Case Study: Equity and Excellence	304
Thought Questions	304
Practical Activities	305
Bibliography	306
 13. Futures: Societal and Educational	 307
Orientations to the Future	308
Three Types of Futurists	308
Educational Futures	322
Three Perspectives on Educational Futures	322
Case Study: A Problem in Space Travel	337
Thought Questions	338
Practical Activities	339
Bibliography	341
 Index	 343

1

The Professional Teacher

Sometime between 6 and 8 A.M. each weekday morning about 970,000 public school teachers arrive at school. If they are late, it is rare. One of the hallmarks of the American school is that it starts and stops on time. Visit any high school and you are struck not just by the emphasis placed on punctuality, but by the way time dominates. Clocks are everywhere. Bells announce the beginning and end of each segment of the day.¹

Teachers may start out "fighting the system," but it is much easier, ultimately, to settle down into conventional ways of teaching. And one tends to look more "normal" by doing so. The cards are stacked against innovation.²

The role of teacher in American culture is usually ambiguous, sometimes ridiculed, and generally misunderstood. Teachers earn somewhat below-average salaries for intensive hours of work, under conflicting and often impossible sets of expectations, in a milieu that often tends to infantilize them as well as their clients. Teachers are expected to adhere to codes, to possess impeccable credentials, and to practice to perfection the art and science of their craft.

In a nation of over 240 million people, education (teachers, students, and others) is the primary activity of some 65 million Americans, of whom almost 3.2 million persons are employed as classroom teachers and an additional 300,000 are working as superintendents, principals, supervisors, and other instructional staff members.

IS TEACHING A PROFESSION?

Everyone seems to be knowledgeable concerning life in schools, what teachers do, and what teaching is. Because teaching is so visible and lacks the mystery that surrounds other professions, people believe that virtually anyone can teach. This is

¹Ernest L. Boyer, *High School: A Report on Secondary Education in America*, The Carnegie Foundation for the Advancement of Teaching (New York: Harper & Row, Publishers, Inc., 1983), p. 155.

²John I. Goodlad, *A Place Called School: Prospects for the Future* (New York: McGraw-Hill Book Company, Inc., 1984), p. 237.

an unfortunate fact because it discourages society from considering teaching a profession and because it tends to weaken efforts to articulate an art and science of teaching. Teaching usually is perceived as somewhere between a mere occupational group and a true profession.

Do you remember the fine old story about two bricklayers? They were asked, "What are you doing?" One replied, "I am laying bricks." The other said, "I am building a cathedral." The first man is a tradesman, the second has the soul of an artist or professional. The difference is in the meaning of the activity. It is not in how expertly or skillfully the bricklayers daub mortar onto each brick; it is not in how much information they have about the job; it is not in their loyalty to the boss; it is not in their familiarity with other constructions. It is in how they savor and feel about what they are doing, in their sensing of relationships between their work and that of others, in their appreciation of potentialities, in their sense of form, in their need for and enjoyment of significance, in their identification of self with civilized aspirations, in their whole outlook on life.³

In the preceding quotation Herbert Thelen suggests that when a group of workers consider themselves a profession, they possess a number of rather vague attitudes toward their work and toward life. A more precise definition of a profession is provided by Myron Lieberman, even though he admits there is no authoritative definition and that his is a synthesis of characteristics derived from the analysis of several traditionally acknowledged professions. Lieberman claims that eight criteria define a kind of work and its practitioners as a profession.

1. A unique, definite, and essential social service is performed by the members of the group.
2. There is an emphasis on intellectual skills in the performance of the service.
3. A long period of specialized training is required of all members.
4. The group is allowed, by the society in which it exists, a broad range of autonomy for individual members and for the total group.
5. The practitioners accept extensive responsibility for judgments and behaviors performed within the scope of their special competence.
6. There is an emphasis on the service performed (rather than the economic rewards) as the basis for organization and for judging quality *within* the group.
7. Practitioners are members of a comprehensive, self-governing, and self-regulating organization.
8. A code of ethics has been formally adopted by the organization's membership, and has been clarified and interpreted at ambiguous points by concrete cases.⁴

We conclude, as do Lieberman and others, that the claim of teachers to professional status is at present only marginally warranted and that this will

³Herbert A. Thelen, "Professional Anyone?" in *New Perspectives on Teacher Education*, ed. Donald J. McCarthy (San Francisco: Jossey-Bass, Inc., Publishers, 1973), p. 198.

⁴Myron Lieberman, *Education as a Profession* (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1956), pp. 2-6.

probably be the case as long as we can foresee. Bureaucratization continues to force school administrators into a managerial mode and ethic and teachers into an employee/laborer role and ethic. This then reinforces teachers' fears of being treated as mere replaceable parts in a mechanical system and drives them to seek collective security in unions and unionlike organizations. Some educators resist this tendency to equate public education with the corporation model, but the trend seems unavoidable.

THE ART OF TEACHING

One who chooses the occupation *and* role of teacher, with or without credentials or portfolio, in schools and classrooms or not, appointed and paid or not, has decided to intervene with purpose in the lives of one or more human beings. These intentional acts of purposeful intervention are referred to collectively as teaching. Although a myriad of cultural, social, economic, political, psychological, organizational, historical, spatial, and environmental influences impinge pervasively on the work of teachers, we still insist that the essence of teaching is the exercise of whatever margin of freedom remains after all the external forces have exacted their toll. For us, to teach is to make decisions in an arena where the freedom to choose is severely restricted but is present in precious measure.

What it is that learners are expected to learn—the intended outcomes—is always problematical, modifiable, subject to grave risks, and constantly emerging—before, during, and after the teaching intervention—in the lives of both those who teach and those who are taught. Also, passively or actively, teacher and student are always interacting. Both are seeking satisfaction and, ideally, an even exchange of “worldly goods”; both are recipients.

Finally, a teacher imposes many of his or her values on others. To try to change another person, in whatever direction, for whatever purpose, is to assume a moral obligation.

Essential to the process of teaching, then, are (1) purposeful interventions in others' lives, (2) the exercise of a modest margin of freedom, (3) decision making in generally unpredictable contexts, (4) an interaction benefiting all participants, and

TABLE 1-1 The American Public School Teacher

The average age of a public school teacher is 42 (up from 36 in 1976).
Nine percent of all teachers are nonwhite.
Sixty-nine percent of the teaching corps are female.
Seventy-five percent of teachers are married.
Teachers are not working for the money, but to use their minds and to help children and youth.
Almost all teachers are members of a union (NEA or AFT).
Eighty percent have five or more years of higher education.
Thirty-seven percent have been teaching between 15 and 24 years.
The average salary is \$25,000 per nine-month school year.

Source: C. Emily Feistritzer, *Profile of Teachers in the U.S.* (Washington, D.C.: National Center for Education Information, 1986).

(5) a moral undertaking. What, then, is required of the effective teacher? We have answered this question from our own perspective, based on many years of public school teaching and, in colleges and universities, of teaching teachers to teach.

Making Oneself a Teacher

The person who chooses to teach undertakes a lifelong process of learning how to teach. The more one teaches and learns, the more one becomes aware of how complex relationships are between teacher and student and between teaching and learning. The search for the most effective balance never stops.

Teaching involves the freedom to make decisions within the limits of particular situations. The effective use of this freedom depends on knowing the available options and their probable consequences and on a willingness to risk the results of a choice.

The classroom requires that teachers possess knowledge or skill in at least eight special areas: (1) characteristics and developmental cycles of children and adolescents; (2) ways in which people learn; (3) structure of concepts, generalizations, modes of inquiry, and models for integrating knowledge and also specialized knowledge in various academic disciplines; (4) methods of teaching; (5) cognitive, affective, and psychomotor learning objectives; (6) values and attitudes conducive to learning and to satisfying human relationships; (7) skills of communication, conflict management and reduction, human relations, and decision making; and (8) skill in integrating these seven categories with one another.

As an interpersonal art, teaching has certain analogies to the work of the surgeon, the baseball umpire, and the potter. The surgeon learns diagnosis, surgical procedures, and pre- and postoperative care, partly from reading, listening, and observing, but mainly from working with an experienced, expert surgeon and from independent and supervised practice. Excellence in a surgeon presupposes precision, neatness, simplicity, good timing, elegance in performance, *and* the success of the surgery in terms of the patient. Some judgments of excellence are made by the surgeon's peers, some by the surgeon's patients, and all by the surgeon personally.

Baseball umpires generally are former players, as children and adolescents and often as semiprofessional or professional baseball players. The transition from player to umpire is seldom smooth and always involves "beginning over again" or "starting at the bottom." The skills of an umpire include conflict management under pressure; total recall of formal and informal rules; and most important, the ability to make judgments accurately, quickly, and assertively.

The potter begins by selecting the malleable clay, which is kneaded and pressed onto the potter's wheel and then centered as the wheel turns. Centering is "the bringing of the clay into a spinning, unwobbling pivot, which will then be free to take innumerable shapes as potter and clay press against each other—the firm, tender, sensitive pressure which yields as much as it asserts. It is like a handclasp between two living hands, receiving the greeting at the very moment they give it."⁵

⁵Mary Caroline Richards, *Centering* (Middletown, Conn.: Wesleyan University Press, 1964), p. 9.

It's a mystical experience, the satisfying feeling of having found center. As the union of hands and clay mold and change each other, they both sense when harmony prevails, when both are centered.

A pot should this, and a pot should that—I have little patience with these prescriptions. I cannot escape paradox when I look deep into things, in the crafts as well as in poetry, in metaphysics or in physics. . . . We can't fake craft. It lies in the act. The strains we have put in the clay break open in the fire. We do not have the craft or craftsmanship, if we do not speak to the light that lives within the early materials, including men themselves.⁶

In teaching, also, this is the case: When teacher and student are centered, they both will sense and feel it—a too rare rapturous experience.

Who or What Is a Good Teacher?

Who is a good teacher? Can such a person be defined or described? Jean Grambs represents the majority viewpoint when she explains that competence is whatever people think it is. A principal's perception of the good teacher is likely to be different from a parent's perception, or a student's, or even a teacher's; and one parent will differ with another, just as will students or teachers. As she explains, "Teachers see good teachers as those who are like themselves—whatever that may be."⁷ Proponents of free schools, open schools, Montessori schools, or basics schools may have a clearer conception than the general public of what good teaching is, but they certainly can't agree among their disparate groups.

In a recent Gallup poll, the qualities respondents named most often as characterizing the ideal teacher in order of mention were:

- Ability to communicate, to understand, to relate.
- Patience.
- Ability to discipline, to be firm and fair.
- High moral character.
- Friendliness, good personality, sense of humor.
- Dedication to teaching profession, enthusiasm.
- Ability to inspire, motivate students.
- Intelligence.
- Caring about students.⁸

As *Phi Delta Kappan* magazine (where the survey was reported) concluded, Americans want as a teacher "a model of perfection—someone who is understand-

⁶Ibid., pp. 11-12.

⁷Jean Dresden Grambs, *Schools, Scholars, and Society* (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1978), pp. 162-64.

⁸George H. Gallup, "The 15th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," *Phi Delta Kappan*, 65 no. 1 (Sept. 1983), p. 44. Each year *Phi Delta Kappan* reports the findings of the annual Gallup survey, which is informative reading for schoolteachers.