



TEACHERS, SCHOOLS, AND SOCIETY

MYRA POLLACK SADKER • DAVID MILLER SADKER

Third Edition

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The American University

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TEACHERS, SCHOOLS, AND SOCIETY

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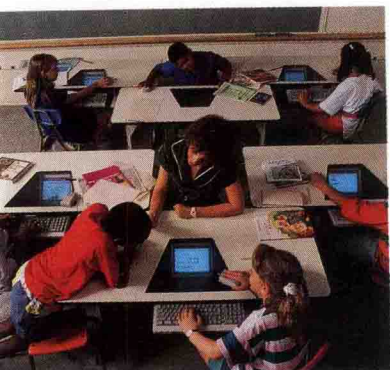
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Preface

Teachers, Schools, and Society is designed for introductory courses in teacher education variously labeled Introduction to Education, Introduction to Teaching, or Foundations of Education. The primary intent of such a course, whatever its label, is to provide you with sufficiently broad and detailed exposure to the realities and intellectual context of teaching so that you can answer those all-important questions: Do I want to become a teacher? What do I need to become the best teacher possible? What should a professional in the field of education know? To help you answer these questions, we have produced a text with the following characteristics.

Content Coverage. First of all, we have tried to give you a panoramic view of education. To accomplish this, we have elected to view the field from several different vantage points. In Part One you will see the world of teachers and teaching from a new perspective—the teacher's side of the desk. In Part Two your field of vision will be widened so that you can examine the history, structure, culture, and curriculum of that complex place called school. Part Three then examines the broad foundational forces (legal, financial, organizational, and philosophical) that underlie and shape the world of teaching and schools. In Part Four you will have a chance to examine and debate current issues and trends in education and to join us in speculating about their future. Finally, the Resource Handbook provides practical information about entering the teaching profession. It also offers guidelines and strategies for collecting important information about teaching as you observe in schools.

Style of Presentation. The trouble with panoramic views is that the observer is often at such a distance from what is being viewed that all richness of detail is lost. Vague outlines devoid of human interaction dominate the scene. To combat this trap, we have at various points throughout the text replaced our wide-angle lens with a narrower telescopic view that captures the human drama that comprises the world of education. For example, in many chapters we introduce traditionally dry, abstract topics with illustrative scenarios that help personalize and dramatize the topic at hand. In a slightly different vein, introductory quizzes that probe your prior knowledge and beliefs are used to introduce and personalize the chapters on governance, law, and philosophy. We hope that these stylistic elements, along with a writing style that is deliberately informal rather than academic, will add spice and human interest to the text.

Changes in this Edition. This third edition of *Teachers, Schools, and Society* is designed to improve an already comprehensive text through the following changes:

- *Heavy updating.* The availability of the 1990 census data made it imperative that we thoroughly update all chapters, especially those dealing primarily with contemporary issues and trends: Student Diversity (Chapter 3), The Struggle for Equal Educational Opportunity (Chapter 14), and Contemporary Social Problems and Children at Risk (Chapter 15).
- *New/expanded topics and issues.* Topics receiving increased attention in this edition include student diversity, educational inequality, school reform, cooperative learning, and cognitive/constructivist views of teaching and learning.
- *Diversity/inequality focus.* Special attention is given to the topic of student diversity, which may well be the single most critical issue facing our schools and our society in the decades ahead. Accordingly, we have not only updated and expanded Chapter 3, Student Diversity, but have also infused much new material on this topic throughout the text including a major discussion of the battle between multiculturalists and traditional Eurocentrists over control of the curriculum. There is emphasis throughout the text on the history, problems, and progress of the major minority groups in this country along with implications for instruction.
- *Reorganization.* To make room for the additions listed above, we have combined former Chapters 1 and 2 into a single introductory chapter (Chapter 1, Becoming a Teacher). Also, our history chapter has been moved to the beginning of Part Two: Schools, in order to provide historical perspective for these school-focused chapters (see Chapter 4, The History of American Education).
- *Accompanying teaching and learning resources.* This new edition of *Teachers, Schools, and Society* is accompanied by an extensive package of student and teacher aids that includes:
 1. *Student study guide.* For each chapter, the student is provided with learning objectives, chapter overviews, a list of key terms and names, and a variety of self tests: matching, true-false, and multiple choice.
 2. *Instructors' manual.* For each chapter, the instructor is provided with a brief overview, a list of learning objectives, and a variety of in-class and field activities.
 3. *Test bank.* Over 1,000 matching, true-false, multiple choice, essay, and short-answer questions are available either in written or electronic format.
 4. *Overhead transparencies.* A set of overhead, color transparencies is available free to users of this text. These transparencies include figures from the book as well as outside material prepared especially for this text.
 5. *Customized casebook.* Available from McGraw-Hill's new customized publishing system, Primis, are over 50 cases that can be arranged into a customized casebook to fit the personal needs of each instructor. Also available is a prepacked set of 15 cases chosen from the Primis selections to fit the specific needs of the foundations instructor.

Acknowledgments. This is where the authors get to thank those who helped this book become a reality. This text was first published under the title *Teachers Make the Difference* (Harper & Row, 1980) and later under the present title (Random House, 1988); each time dedicated researchers, editors, authors, and typists were critical in its production. We would like to thank Daniel Spiro, Lynette Long, and Elizabeth Ihle for their superb preparation of Chapter 13, Philosophy of Education. Nancy Gorenberg researched several topics and was particularly helpful in developing Legal Landmarks in Chapters 11, School Law, and 14, The Struggle for Equal

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Finally, proving that one's physical size is not a measure of one's contributions, we would like to thank our daughters Robin and Jackie for their tolerance, insight, and love. When they were in elementary school (during the first edition of this book) they endured the piles of paper, research notes, and drafts that made our house a literal version of the paper chase. Now, as high school and medical school students, they give us ideas and critique the manuscript—from the student's perspective. They are the two most special people in our lives, and we dedicate this book to them.

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Teachers, Schools, and Society





PART ONE

Teachers