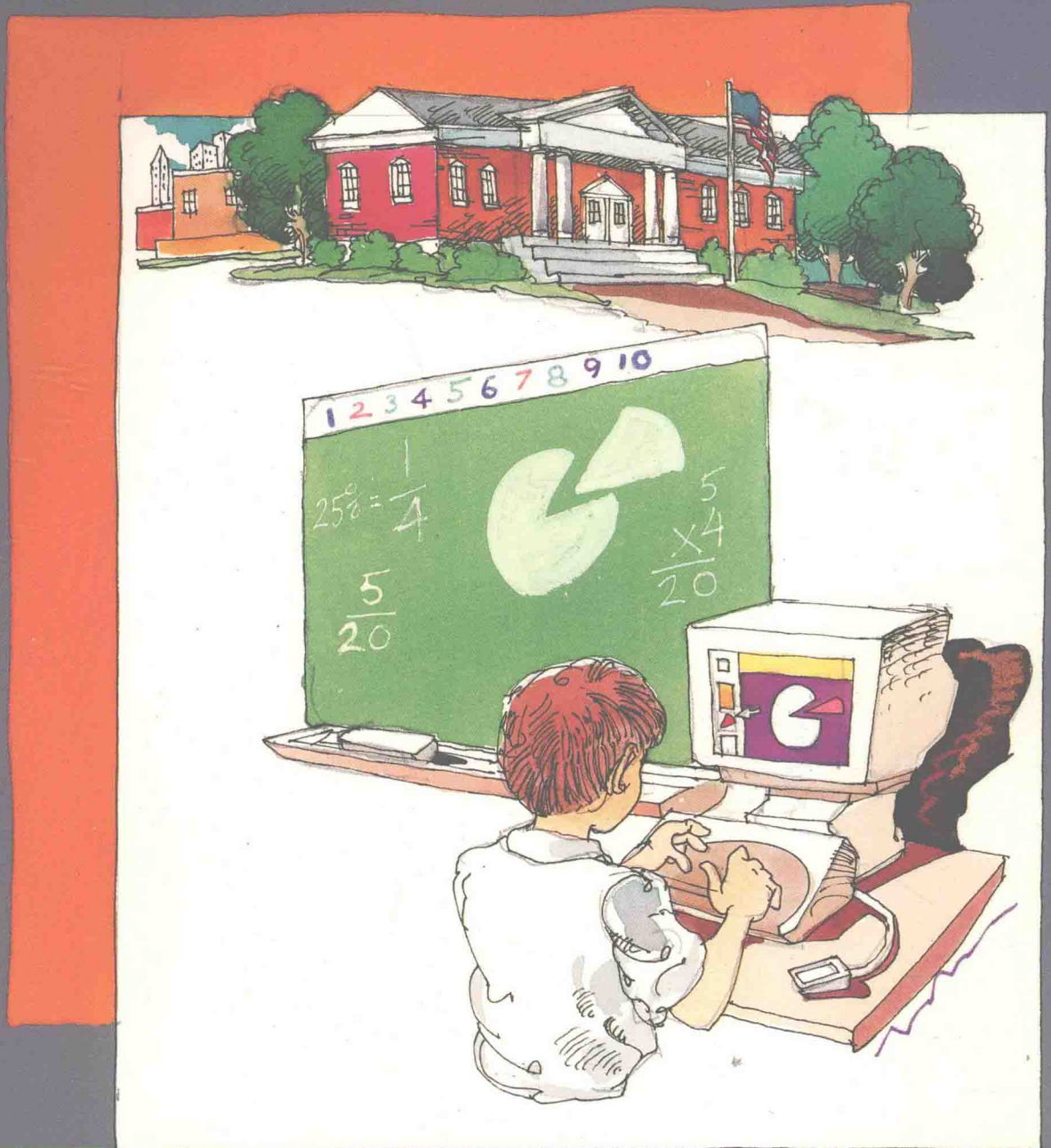


EDUCATION



EDUCATION

93/94

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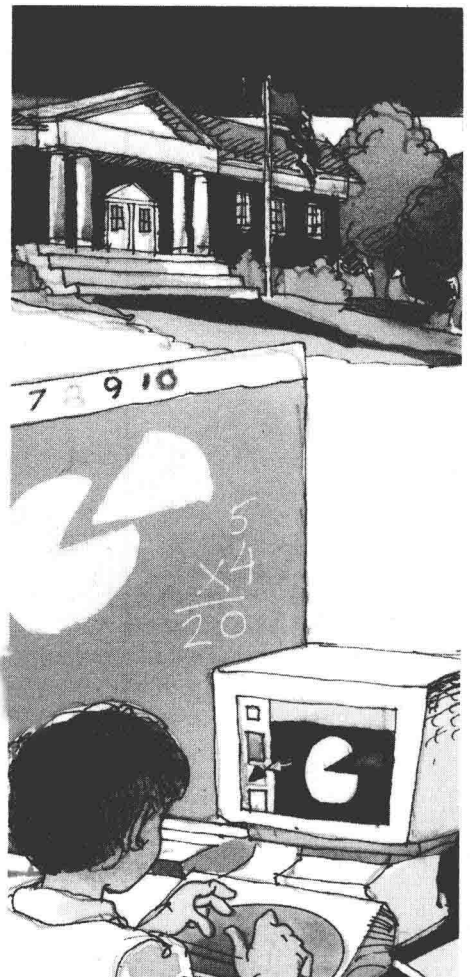
Editor

Fred Schultz
The University of Akron

Fred Schultz, professor of education at the University of Akron, attended Indiana University to earn a B.S. in social science education in 1962, an M.S. in the history and philosophy of education in 1966, and a Ph.D. in the history and philosophy of education and American studies in 1969.

His B.A. in Spanish was conferred from the University of Akron in May 1985. He is actively involved in researching the development and history of American education with a primary focus on the history of ideas and social philosophy of education. He also likes to study languages.

Cover illustration by Mike Eagle



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World Politics

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Members of the Advisory Board are instrumental in the final selection of articles for each edition of Annual Editions. Their review of articles for content, level, currentness, and appropriateness provides critical direction to the editor and staff. We think you'll find their careful consideration well reflected in this volume.

To the Reader

In publishing ANNUAL EDITIONS we recognize the enormous role played by the magazines, newspapers, and journals of the *public press* in providing current, first-rate educational information in a broad spectrum of interest areas. Within the articles, the best scientists, practitioners, researchers, and commentators draw issues into new perspective as accepted theories and viewpoints are called into account by new events, recent discoveries change old facts, and fresh debate breaks out over important controversies.

Many of the articles resulting from this enormous editorial effort are appropriate for students, researchers, and professionals seeking accurate, current material to help bridge the gap between principles and theories and the real world. These articles, however, become more useful for study when those of lasting value are carefully collected, organized, indexed, and reproduced in a low-cost format, which provides easy and permanent access when the material is needed. That is the role played by *Annual Editions*. Under the direction of each volume's Editor, who is an expert in the subject area, and with the guidance of an Advisory Board, we seek each year to provide in each ANNUAL EDITION a current, well-balanced, carefully selected collection of the best of the public press for your study and enjoyment. We think you'll find this volume useful, and we hope you'll take a moment to let us know what you think.

This year's *Annual Editions: Education 93/94* reflects close attention to the social concerns of citizens regarding the qualitative "state" of education and to the emerging knowledge base on teaching and teacher education. We are now fully in the mid-1990s, and the rhetoric on the direction of change in national educational development continues. One issue of great importance centers around the question of "choice"—the question of whether school tax dollars go automatically to the public schools (as is the case now), or whether the school tax dollars should "follow the student" into public or private schools of "choice."

The debate over standardization of the national curriculum continues. The social policy and ethical issues surrounding movements relating to alternative models of assessment and instructional processes also continues. Possible choices open to us range from cultural literacy, to present-day child-centered and existentialist approaches to schooling as a therapeutic and empowering endeavor, all the way to a vigorous debate over "deconstructing" and "reconceptualizing" how people are to be educated. Amidst this vigorous debate on the means and ends of education is the continuation and expansion of "knowledge-based" inquiry on the conduct of instruction and the organization of curriculum. Undergraduate curricula in teaching education programs continue to change as the recently developed revisions in teacher licensure and certification standards fall in place. The competition for the minds and hearts of those who teach in and those who govern educational systems is as intense as ever. This is a healthy situation, and it is adding significantly to the quality as well as the variety of research in the field.

Dialogue and compromise continue to be the order of the day. The various interest groups within the educational field reflect a broad spectrum of perspectives from various behaviorist and cognitive development perspectives to various humanistic ones. Practice-based approaches to field inquiry on teaching and learning in classrooms continue to produce fascinating alternatives to discovering the "knowledge base of teaching." Case study approaches to teaching teachers are opening up new directions for teacher education programs. The interests of students, parents, state or provincial governments, and the corporate world continue to challenge traditional views on how people should learn.

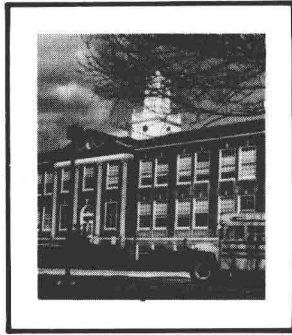
In assembling this volume, we made every effort to stay in touch with movements in educational studies and with the social forces at work in the schools. Members of the advisory board contribute valuable insights, and the production and editorial staff at The Dushkin Publishing Group coordinates our efforts. Through this process we collect a wide range of articles on a variety of topics relevant to education in North America.

The following readings explore the social and academic goals of education, the current condition of North American educational systems, the teaching profession, and the future of American education. In addition, these selections address the issues of change, the moral and ethical foundations of schooling.

As always, we would like you to help us improve this volume. Please rate the material in this edition on the form at the back of the book and send it to us. We care about what you think. Give us the public feedback we need.



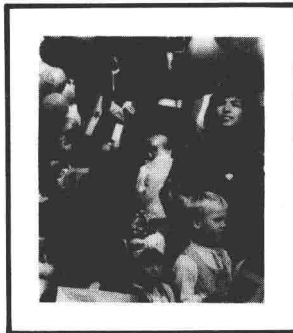
Fred Schultz
Editor



Unit 1

How Others See Us and How We See Ourselves

Six articles examine today's most significant educational issues: the quality of schools, the validity of a national curriculum, regional and cultural differences, and the need to regenerate interest in learning.



Unit 2

Change and Rethinking of the Educative Effort

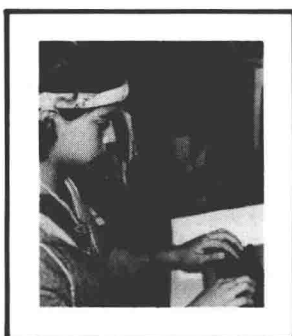
Six articles discuss the tension between ideals and socioeconomic reality at work in today's educational system.

To the Reader Topic Guide Overview

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|---|----|
| 1. One Nation, One Curriculum? <i>Newsweek</i> , April 6, 1992. | iv |
| Should there be some form of <i>national curriculum</i> for the schools operating throughout the United States? There are many pros and cons to reform proposals for some form of national core curriculum, which will take into account, or allow for, <i>regional differences</i> in the United States. | 2 |
| 2. Nurturing Schools Back to Life , Toni Haas and Robin Lambert, <i>Educational Horizons</i> , Winter 1992. | 4 |
| The authors of this article address the issue of how <i>community support groups and educators</i> can work together to reform and improve the effectiveness of local schools. They cite a project in rural Alabama as an example of how the quality of <i>rural schools</i> can be improved. The article describes how cooperative <i>community effort</i> can <i>change</i> schooling for the better. | 6 |
| 3. The Little Schools That Could , Deborah W. Meier, <i>The Nation</i> , September 23, 1991. | 8 |
| This article discusses the problems of small, innovative <i>experimental schools</i> in large public school systems. These small experimental public schools incorporate parents, teachers, and community leaders in the school reform process, but they are ignored too often, and the schools are closed by public school bureaucracies. | 12 |
| 4. The Exodus , <i>U.S. News & World Report</i> , December 9, 1991. | 15 |
| This new report discusses public disillusionment with <i>large public school bureaucracies</i> and the movement for <i>parental "choice."</i> Many parents want the choice to send their children either to public or private schools, and they want their tax dollars to pay for their <i>choice</i> . | |
| 5. Miracle Workers Wanted , Mark Starr, <i>Newsweek</i> , January 14, 1991. | 20 |
| The article describes the difficulties in maintaining stability of leadership and direction in large <i>urban school districts</i> . The rates of turnover of school superintendents in several <i>city school systems</i> , as well as the problems in leading these school systems, are noted. | |
| 6. The 24th Annual Gallup/Phi Delta Kappan Poll of the Public's Attitudes Toward the Public Schools , Stanley M. Elam, Lowell C. Rose, and Alec M. Gallup, <i>Phi Delta Kappan</i> , September 1992. | 22 |
| Each annual Gallup poll of <i>public opinion about U.S. schools</i> provides an informative backdrop to view current proposals for <i>change</i> in educational policies. As usual, this year's poll reveals that current educational issues have most affected public attitudes toward public schooling. | |

Overview

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| 7. Reform Versus Reality , Harold Hodgkinson, <i>Phi Delta Kappan</i> , September 1991. | 34 |
| Harold Hodgkinson, a sociologist of education and a former director of the late National Institute of Education, brilliantly describes some of the dramatic demographic trends in the <i>sociology of education</i> in the United States. | 36 |
| 8. The End of School , George Leonard, <i>The Atlantic</i> , May 1992. | 43 |
| George Leonard critiques the alleged <i>reconceptualization of schooling</i> in the past decade as proposing nothing really new. He argues that we can no longer improve the education of students by superficial changes in curricula and course requirements. | |

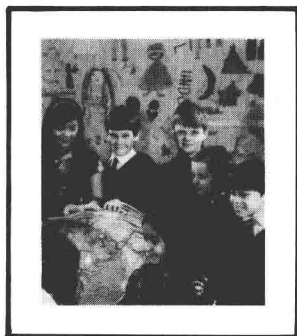


Unit 3

Striving for Excellence: The Drive for Quality

Six selections examine the debate over achieving excellence in education by addressing issues relating to questions of how best to teach and how best to test.

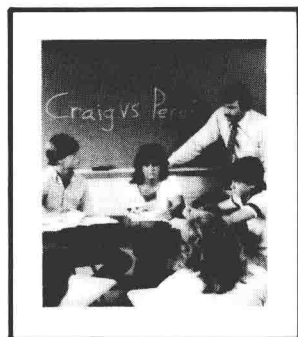
9. **Teachers as Trailblazers**, Robert W. Cole and Phillip C. Schlechty, *Educational Horizons*, Spring 1992. 47
Robert Cole and Philip Schlechty argue that teachers need to take leadership roles in rethinking and **redesigning schooling** as we know it. The authors argue that teacher leadership is essential in the "reinvention of schooling."
 10. **Reform From the Bottom Up: Empowering Teachers to Transform Schools**, Joseph Kretovics, Kathleen Farber, and William Armaline, *Phi Delta Kappan*, December 1991. 50
The authors argue that meaningful **change and reform in education** can best be achieved by a "bottom up" approach to school reform. They describe a community-based approach to working with **at-risk students** in urban schools that incorporates teacher empowerment, structural program alterations, and community collaboration and support.
 11. **Why We Need a Complete Redesign of Teacher Education**, John I. Goodlad, *Educational Leadership*, November 1991. 54
John Goodlad argues for fundamental **change in teacher education**. He describes a long-term consortium effort now underway to achieve basic change in teacher education, as some states have limited faculty members in some teacher education programs to offer creative **innovations in teacher education**. There must be strong linkages between teacher educators and educators in the schools.
 12. **Choice Is Key to Better Schools**, Jeanne Allen, *The World & I*, May 1992. 60
According to Jeanne Allen, giving a "choice to students and parents as to where students can go to school is the only way to achieve **meaningful qualitative change in the educational system**." She further argues that choice will provide more, not less, **equity in education**.
-
- Overview 64
 13. **The Debate Over Schooling**, Robert A. Levin, *Childhood Education*, Winter 1991. 66
Robert A. Levin describes the tensions between opposing conceptions of the purposes of schooling and how schooling should be conducted. He traces the tension between the **educational ideals** of E. L. Thorndike and John Dewey. A brief summary of major trends in the **history of educational thought** over the past century is offered.
 14. **Creating Tests Worth Taking**, Grant Wiggins, *Educational Leadership*, May 1992. 71
Grant Wiggins proposes eight basic design criteria for "**tests worth taking**." His recommendations for improving the critical bases of, and procedures for, assessment of student achievement is a creative contribution to the dialogue on what counts as "**excellence**" in **educational thought**.
 15. **Assessing Alternative Assessment**, Gene I. Maeroff, *Phi Delta Kappan*, December 1991. 78
Gene Maeroff explores some of the issues that can develop as more "alternative assessment" models of student achievement are developed. Qualitative assessment of student learning over time frames (such as semesters) as opposed to single-shot, norm-referenced, "objective" **tests**, are discussed.
 16. **Ten Ideas Worth Stealing From New Zealand**, Elaine Jarchow, *Phi Delta Kappan*, January 1992. 86
The author contributes some educational experience and practices she encountered in New Zealand. These ideas contribute to a **comparative education perspective** regarding debate over "excellence" in education.



Unit 4

Morality and Values in Education

Three articles examine the role of American schools in teaching morality and social values.



Unit 5

Managing Life in Classrooms

Seven selections consider the importance of building effective teacher-student and student-student relationships in the classrooms.

17. **Educational Responses to Reforms in East Germany, Czechoslovakia, and Poland**, Val D. Rust, *Phi Delta Kappan*, January 1992. 88

Val Rust reports on efforts in three Eastern European nations to revise their elementary and secondary school programming in the wake of the collapse of the Soviet hegemony over Eastern Europe. This article addresses differing points of view on the path to "excellent" **educational reform** from the perspective of comparative and international education.

18. **National Tests: What Other Countries Expect Their Students to Know**, Lynne V. Cheney, *The Education Digest*, October 1991. 92

The National Endowment for the Humanities (NEH) has undertaken comparative research of what other nations require from their students. Seen in the perspective of **comparative and international studies in education**, major differences are noted between the U.S. achievement test content and that of other nations.

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19. **Studying Teachers' Values**, Deborah Court, *The Clearing House*, July/August 1991. 96

Deborah Court argues that **teachers' values** must be clearly, unambiguously articulated. Such a commitment to the reflective, rational analysis of a teacher's practice is part of his or her moral responsibility as an educator.

20. **Ethical Education in Our Public Schools: Crisis and Opportunity**, Waldo Beach, *The Clearing House*, May/June 1991. 100

Waldo Beach presents his concerns over what he observes as declining **moral standards** in American schools. He relates the problems presented by declining **moral and ethical standards** among the nation's youth to the social and economic upheavals in North American society in recent years. Beach strongly supports the expansion of efforts to build ethical decision-making into the subject matter currently taught in school.

21. **Caring Kids: The Role of the Schools**, Alfie Kohn, *Phi Delta Kappan*, March 1991. 103

Alfie Kohn makes a strong plea for emphasizing the education of character as a primary mission of schools. He discusses the need to help children take greater **moral responsibility** for their own well-being and that of others. He explores the ways in which educators may help students to become more caring persons.

- Overview 112

22. **From Individual Differences to Learning Communities—Our Changing Focus**, Richard S. Prawat, *Educational Leadership*, April 1992. 114

This essay deals with the challenge to create cooperative learning **communities in classrooms**. In doing this, the author provides an interesting historical synthesis of the roles of teachers in the **history of Western education**. Contributions of cognitive psychologists and **classroom management style** are also examined.

23. **Design a Classroom That Works**, Joan Novelli, *Instructor*, August 1990. 118

How teachers can make learning more pleasant and meaningful for students through creative **use and development of classroom space** is presented. An interview with Frank Garcia and his use of classroom space emphasizes the importance of the physical environment in encouraging students to learn.

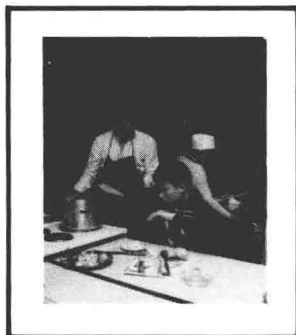


Unit 6

Equality of Educational Opportunity

Seven articles discuss issues relating to fairness and justice for students from all cultural backgrounds, and how curricula should respond to culturally pluralistic student populations.

24. **Problem Students: The Sociocultural Roots**, D. Stanley Eitzen, *Phi Delta Kappan*, April 1992. 120
The **sociological phenomena** frequently associated with problem behavior of students are explored in this excellent article by D. Stanley Eitzen. The problems of **classroom management** are explored in terms of the **sociocultural and economic contexts** in which students are forced to survive.
25. **Charm School for Bullies**, Deborah Franklin, *Hippocrates*, May/June 1989. 125
This article describes teacher-student interactions that can help teachers reduce or eliminate the problem of aggressive student behavior. Positive, affirmative methods of "**discipline**" in classrooms can be approached from the perspective that aggressive students can learn alternative strategies for dealing with their peers.
26. **Resolving Teacher-Student Conflict: A Different Path**, Stanley C. Diamond, *The Clearing House*, January/February 1992. 127
Stanley Diamond provides a very insightful essay on more humane and caring ways for teachers to resolve conflicts between their students and themselves. This is a practical, insightful, and important statement on the problems of **managing life in the classroom**.
27. **Serious Play in the Classroom**, Selma Wassermann, *Childhood Education*, Spring 1992. 130
Selma Wassermann provides a strong argument for the use of "**play**" in the instructional process. An excellent and perceptive contribution to the literature on **classroom management**, this essay explores how teachers can improve the quality of student learning as well as create pleasant and more meaningful classroom environments. Teacher-guided "**investigative play**" in the classroom encourages students to be creative and imaginative and to achieve higher levels of insight.
28. **Breaking the Spell**, Diana Hembree, *Parenting Magazine*, September 1990. 137
Diana Hembree discusses compassionate, nonviolent ways in which parents and teachers can **manage** the **behavior** of children. This article includes an excellent case study of how one Georgia secondary school explored humane alternatives to traditional, more harsh forms of school discipline, such as **corporal punishment**. **Classroom management** is seen from the perspective of guiding children to take responsibility for their behavior.
- Overview 142
29. **Multicultural Education: For Freedom's Sake**, James A. Banks, *Educational Leadership*, December 1991/January 1992. 144
A noted scholar in the area of **intercultural relations** in the schools, James Banks offers a compelling argument for the continuing reappraisal of frequently hidden moral and cultural "canons" on which American school curricula are based. The author calls for a balanced review of ways to integrate **multicultural perspectives** into the traditional "Eurocentric" or "Western-centric" curricula of schools.
30. **The Pedagogy of Poverty Versus Good Teaching**, Martin Haberman, *Phi Delta Kappan*, December 1991. 148
Martin Haberman discusses how **poverty** can impact on the behavior of students in school and how teachers can modify their teaching in urban schools where there are very high proportions of poverty-level students. He discusses "the pedagogy of poverty," and he makes an interesting contribution to the literature in **urban education**. He offers twelve specific behavioral indicators as to how we can identify **good teaching in urban schools**.

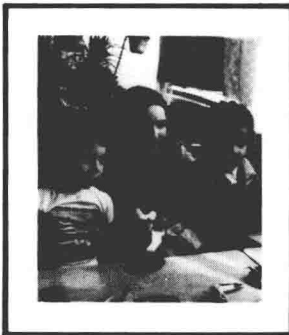


Unit 7

Serving Special Needs and Humanizing Instruction

Seven articles examine some of the important aspects of special educational needs and build cooperative learning communities in the classroom setting.

31. **Childhood Education in a Changing World**, Verl M. Short, *Childhood Education*, Fall 1991. 153
This essay deals with creating a more *international, global focus in the education* of children. The author argues for an effective general education in childhood that will broaden the cultural perspectives of children.
32. **Why We Must Pluralize the Curriculum**, Asa G. Hilliard III, *Educational Leadership*, December 1991/January 1992. 157
This article presents an argument for the inclusion of the cultural heritages of all persons in the curricula of schools. The author presents a case for a *culturally pluralist approach to schooling* to further enhance the possibility of educational equality for all. He argues that it is not necessary to choose between cultural uniqueness and commonality. The traditional Eurocentric curricula must be revised to reflect the *cultural pluralism* of the nation.
33. **Teaching Teachers to Avoid Having Culturally Assaultive Classrooms**, Leilani Clark, Sheridan DeWolf, and Carl Clark, *Young Children*, July 1992. 162
The authors address ways to help teachers and teachers-to-be to develop sensitivity and compassion for the cultural traditions of minority cultural groups. They describe the use of simulations at the college level to help prospective educators learn skills in *multicultural education* to teach understanding and respect for *cultural diversity*. The defining criteria as to what constitutes a "culturally assaultive" classroom are listed and discussed.
34. **Self-Esteem & Multiculturalism in the Public Schools**, Kay S. Hymowitz, *Dissent*, Winter 1992. 167
Kay Hymowitz presents a critical response to the calls for *multiculturalism in schooling* by school reformers. The author argues that the goal of cultural self-esteem does not necessarily enhance or contribute to intellectual development, and that the advocates of multicultural education fail to achieve their goals.
35. **Taking Multicultural, Anti-Racist Education Seriously: An Interview With Educator Enid Lee**, Barbara Miner, *Rethinking Schools*, October/November 1991. 174
Enid Lee provides an informative defense of the goals of *multicultural education*. She offers a Canadian perspective on how to develop school curricula and classroom experiences that will oppose deeply imbedded racist ideas in a national culture. Lee argues that explicit opposition to racist ideas and cultural stereotypes is the only way to empower children to reject them, and a critical posture toward racism in schooling is necessary to achieve a multicultural perspective.
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36. **The ABC's of Caring**, Alfie Kohn, *Teacher Magazine*, January 1990. 180
This is a powerful article about how a teacher can *nurture a spirit of caring and community within the classroom*. The progress of the Child Development Project (CDP) in California, which has had generous support from the William and Flora Hewlett Foundation, is reported. Cooperative learning skills and sound human relations techniques are taught to teachers, who then apply them in their classes. The CDP program in classroom management is beginning to receive extensive national recognition.
37. **Preventing School Dropout**, Jon R. Blyth, *The Education Digest*, December 1991. 185
Jon Blyth discusses the root cause of the *school dropout* issue and how to prevent or reduce the number of school dropouts. This article was taken from his testimony before a subcommittee of the U.S. House of Representatives Education and Labor Committee. Blyth identifies several things school districts can do to prevent *students at risk* from leaving school before graduation.

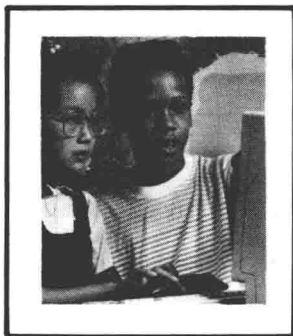


Unit 8

The Profession of Teaching Today

Six articles assess the current state of teaching in American schools and how well today's teachers approach subject matter learning.

38. **Sex Education in America's Schools: Progress and Obstacles**, Patricia Donovan, *USA Today Magazine (Society for the Advancement of Education)*, July 1992. 188
Patricia Donovan provides an overview of the types of **sex education** programs that are available to American youth. She also identifies what teaching field and at what grade levels sex education instructors teach.
39. **Helping Students Understand and Accept Sexual Diversity**, James T. Sears, *Educational Leadership*, September 1991. 191
James Sears calls on teachers to exercise tolerance in helping children to accept diversity in **sexual orientation**. Both the National Education Association and the American Federation of Teachers have adopted policies favoring school programs to meet the needs of homosexual students and the adoption of antiharassment policies regarding them in schools. The author argues for a broader, more inclusive perspective in **teaching about sexual identity** in schools.
40. **The New Volunteers**, Diana Hembree, *Parenting Magazine*, September 1991. 194
Diana Hembree discusses how **parents** working as **volunteers** can alter the quality of life in schools for the better. Parents gain the opportunity to witness their children's behavior in school and to observe the reality of teaching-learning conditions. This produces improved, better understood teacher-parent relationships.
41. **Culture Begins at Home**, Eliot Wigginton, *Educational Leadership*, December 1991/January 1992. 198
Eliot Wigginton describes how Appalachian high school students study the folklore, life ways, and crafts of their culture. He discusses how teachers can integrate learning about one's own culture to meet state performance standards in language arts. The study of **folk culture** is possible in any school—urban, suburban, or rural.
42. **Are Girls Shortchanged in School?** Rita Kramer, *Commentary*, June 1992. 202
Rita Kramer argues that the recent report by the American Association of University Women (AAUW), *How Schools Shortchange Girls*, is mistaken, and bias against girls in schools has not been proven by this report. The issue of **gender bias** in the schools is said to need further, more objective, analysis than the AAUW report provided.
- Overview** 204
43. **Olympic Gold: Investigations of Expertise in Teaching**, Katherine S. Cushing, Donna S. Sabers, and David C. Berliner, *Educational Horizons*, Spring 1992. 206
The authors report on the results of their research into the nature of **"expertise" in teaching**. Their data was gathered from models across many academic fields. They conclude that "qualitative differences of considerable importance exist among expert teachers and novice teachers."
44. **Reversing the Claim on Professional Status**, Robert Welker, *Educational Horizons*, Spring 1992. 212
Robert Welker discusses issues relating to how teachers demonstrate their **teaching expertise** to others. The author suggests that the metaphor of teacher as expert has limits. Teachers can have a role in redefining a sense of professionalism that more specifically relates to the qualitative, long-term goals of student intellectual and social growth.



Unit 9

A Look to the Future

Three articles look at new forms of schooling that break from traditional conceptions of education in America.

45. **Some Surprising Findings on How Teachers Learn to Teach**, Mary M. Kennedy, *Educational Leadership*, November 1991. 216
Mary Kennedy looks at different types of teacher education programs and attempts to assess how teachers really learn to teach. Focusing on an examination of the Teacher Education and **Learning to Teach** (TELT) study, Kennedy argues that there are differences in the ways in which subject matter is taught in colleges and universities and the way it is taught in the elementary and secondary schools.
46. **Probing the Subtleties of Subject-Matter Teaching**, Jere Brophy, *Educational Leadership*, April 1992. 219
Jere Brophy examines the **knowledge base of teaching** as it relates to improving student understanding and comprehensive use of subject matter learning. Brophy reviews the literature on **effectiveness in teaching** subject matter and the **teacher behaviors** in classroom settings that optimize effective student mastery and understanding of school subject matter.
47. **Weeding Out Bad Teachers**, Perry A. Zirkel, *Phi Delta Kappan*, January 1992. 224
Perry Zirkel explores an important controversy in the **legal foundations of education** by reviewing an important Oregon case involving litigation regarding the dismissal of a tenured teacher. The case cited explores the complex question of a teacher's duty to report illegal activities in and out of school.
48. **Why Some Kids Beat the Odds**, Adele M. Brodtkin and Emmy E. Werner, *Instructor*, May/June 1992. 226
The authors present a positive, "upbeat" argument as to how teachers might help some children to overcome serious obstacles to their success in school. Teachers often give hope and a vision of a better future to children from troubled homes and community environments.
- Overview 228
49. **Reaching for the Year 2000**, Katie Haycock, *Childhood Education*, Annual Theme, 1991. 230
Katie Haycock explores some of the near-term possibilities for achieving our goals for the schools. The very serious **sociological realities** that will inhibit the achievement of those goals are summarized and discussed. The author reviews the data on school achievement by majority- and minority-background students, and she addresses the question of the difficulty of achieving our school goals by the year 2000.
50. **Where We Go From Here**, Nancy J. Perry, *Fortune*, October 21, 1991. 234
Nancy Perry reviews the *Fortune* magazine "education summit" where prominent leaders in business and government conferred on the **future** prospects for improving the quality of schools. New developments in student assessment and in delivery of subject matter knowledge are projected to be implemented in the next few years. The near-term **future of education** is explored in terms of **national educational priorities**.
51. **Education 2000 A.D.: A Peek Into the Future**, Robert J. Simpson, *USA Today Magazine (Society for the Advancement of Education)*, January 1992. 238
Robert Simpson provides a summary vision of what American schools will be like by the turn of the century (just six or seven years from now). The problems of inadequate government support and the continued erosion of social values in the schools are among the near-term future concerns cited.
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EDUCATION

93/94

Twentieth Edition

Editor

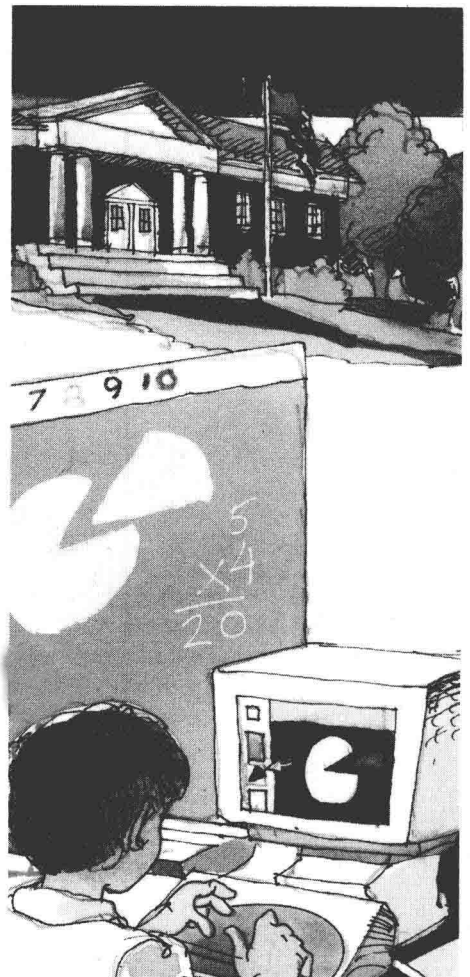
Fred Schultz
The University of Akron

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Topic Guide

This topic guide suggests how the selections in this book relate to topics of traditional concern to students and professional educators involved with the study of education. It is useful for locating articles that relate to each other for reading and research. The guide is arranged alphabetically according to topic. Articles may, of course, treat topics that do not appear in the topic guide. In turn, entries in the topic guide do not necessarily constitute a comprehensive listing of all the contents of each selection.

TOPIC AREA	TREATED IN:	TOPIC AREA	TREATED IN:
Accountability	<ul style="list-style-type: none"> 11. Why We Need a Complete Redesign of Teacher Education 14. Creating Tests Worth Taking 15. Assessing Alternative Assessment 18. National Tests: What Other Countries Expect Their Students to Know 45. Some Surprising Findings on How Teachers Learn to Teach 	Culture and Schools	<ul style="list-style-type: none"> 29. Multicultural Education: For Freedom's Sake 30. Pedagogy of Poverty Versus Good Teaching 31. Childhood Education in a Changing World 32. Why We Must Pluralize the Curriculum 33. Teaching Teachers to Avoid Having Culturally Assaultive Classrooms 34. Self-Esteem and Multiculturalism in the Public Schools 35. Taking Multicultural, Anti-Racist Education Seriously: An Interview With Enid Lee 41. Culture Begins at Home
Alternative Assessment	<ul style="list-style-type: none"> 14. Creating Tests Worth Taking 15. Assessing Alternative Assessment 	Demographic Change	<ul style="list-style-type: none"> 7. Reform Versus Reality 24. Problem Students: The Sociocultural Roots 30. Pedagogy of Poverty Versus Good Teaching
Caring Kids and Teachers	<ul style="list-style-type: none"> 21. Caring Kids: The Role of the Schools 31. Childhood Education in a Changing World 36. ABC's of Caring 	Discipline	<ul style="list-style-type: none"> 22. From Individual Differences to Learning Communities—Our Changing Focus 23. Design a Classroom That Works 24. Problem Students: The Sociocultural Roots 25. Charm School for Bullies 26. Resolving Teacher-Student Conflict: A Different Path 27. Serious Play in the Classroom 28. Breaking the Spell
Change and Schooling	<ul style="list-style-type: none"> 7. Reform Versus Reality 8. End of School 9. Teachers as Trailblazers 10. Reform From the Bottom Up: Empowering Teachers to Transform Schools 11. Why We Need A Complete Redesign of Teacher Education 12. Choice Is Key to Better Schools 22. From Individual Differences to Learning Communities—Our Changing Focus 	Dropouts	<ul style="list-style-type: none"> 37. Preventing School Dropout
Classroom Environment	<ul style="list-style-type: none"> 22. From Individual Differences to Learning Communities—Our Changing Focus 23. Design a Classroom That Works 27. Serious Play in the Classroom 	Equity and Schooling	<ul style="list-style-type: none"> 3. Little Schools That Could 4. Exodus 5. Miracle Workers Wanted 7. Reform Versus Reality 29. Multicultural Education: For Freedom's Sake 30. Pedagogy of Poverty Versus Good Teaching 31. Childhood Education in a Changing World 32. Why We Must Pluralize the Curriculum 33. Teaching Teachers to Avoid Having Culturally Assaultive Classrooms 34. Self-Esteem and Multiculturalism in the Public Schools 35. Taking Multicultural, Anti-Racist Education Seriously: An Interview With Enid Lee
Classroom Management	<ul style="list-style-type: none"> 22. From Individual Differences to Learning Communities—Our Changing Focus 23. Design a Classroom That Works 24. Problem Students: The Sociocultural Roots 25. Charm School for Bullies 26. Resolving Teacher-Student Conflict: A Different Path 27. Serious Play in the Classroom 28. Breaking the Spell 	Ethics and Teaching	<ul style="list-style-type: none"> 19. Studying Teachers' Values 20. Ethical Education in Our Public Schools: Crisis and Opportunity 21. Caring Kids: The Role of the Schools 28. Breaking the Spell
Communities and Schools	<ul style="list-style-type: none"> 4. Exodus 30. Pedagogy of Poverty Versus Good Teaching 40. New Volunteers 		
Cooperative Learning	<ul style="list-style-type: none"> 21. Caring Kids: The Role of the Schools 22. From Individual Differences to Learning Communities—Our Changing Focus 27. Serious Play in the Classroom 		

TOPIC AREA	TREATED IN:	TOPIC AREA	TREATED IN:
Future of Education	<ul style="list-style-type: none"> 8. End of School 49. Reaching for the Year 2000 50. Where We Go From Here 51. Education 2000 A.D.: A Peek into the Future 	Public Perceptions of Schools (cont'd)	<ul style="list-style-type: none"> 4. Exodus 5. Miracle Workers Wanted 6. 24th Annual Gallup/Phi Delta Kappa Poll of the Public's Attitudes Toward the Public Schools
History of Education	<ul style="list-style-type: none"> 22. From Individual Differences to Learning Communities—Our Changing Focus 	Reform and Education	<ul style="list-style-type: none"> 7. Reform Versus Reality 8. End of School 10. Reform From the Bottom Up: Empowering Teachers to Transform Schools 11. Why We Need a Complete Redesign of Teacher Education
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International Perspectives on Schools	<ul style="list-style-type: none"> 16. Ten Ideas Worth Stealing From New Zealand 17. Educational Responses to Reforms in East Germany, Czechoslovakia, and Poland 18. National Tests: What Other Countries Expect Their Students to Know 	Restructuring Schools	<ul style="list-style-type: none"> 3. Little Schools That Could 7. Reform Versus Reality 8. End of School 9. Teachers as Trailblazers
Law and Teachers	<ul style="list-style-type: none"> 47. Weeding Out Bad Teachers 	Self-Esteem and Schooling	<ul style="list-style-type: none"> 29. Multicultural Education: For Freedom's Sake 32. Why We Must Pluralize the Curriculum 34. Self-Esteem and Multiculturalism in the Public Schools
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Parents and Schools	<ul style="list-style-type: none"> 28. Breaking the Spell 40. New Volunteers 	Teacher Education	<ul style="list-style-type: none"> 11. Why We Need a Complete Redesign of Teacher Education 43. Olympic Gold: Investigations of Expertise in Teaching 45. Some Surprising Findings on How Teachers Learn to Teach 46. Probing the Subtleties of Subject-Matter Testing
Profession of Teaching	<ul style="list-style-type: none"> 5. Miracle Workers Wanted 7. Reform Versus Reality 8. End of School 11. Why We Need A Complete Redesign of Teacher Education 43. Olympic Gold: Investigations of Expertise in Teaching 44. Reversing the Claim on Professional Status 45. Some Surprising Findings on How Teachers Learn to Teach 46. Probing the Subtleties of Subject-Matter Testing 47. Weeding Out Bad Teachers 48. Why Some Kids Beat the Odds 	Urban Education	<ul style="list-style-type: none"> 4. Exodus 7. Reform Versus Reality 24. Problem Students: The Sociocultural Roots 26. Resolving Teacher-Student Conflict: A Different Path 30. Pedagogy of Poverty Versus Good Teaching 32. Why We Must Pluralize the Curriculum
Public Perceptions of Schools	<ul style="list-style-type: none"> 1. One Nation, One Curriculum? 2. Nurturing Schools Back to Life 3. Little Schools That Could 	Values and Teaching	<ul style="list-style-type: none"> 19. Studying Teachers' Values 20. Ethical Education in Our Public Schools: Crisis and Opportunity 21. Caring Kids: The Role of the Schools

How Others See Us and How We See Ourselves

The public is concerned about the quality of the schools that children and adolescents attend. To what extent should all children study one national curriculum and to what extent should regional and cultural differences drive the locomotive of educational change are serious and very different questions. The debate continues over whether curriculum content should emphasize primarily what we share in common as human beings or whether school curricula should focus on our unique diversity as cultural groups. Regenerating interest in learning among students in rural and urban poverty areas continues to occupy the concerns of parents for their children's well-being.

North Americans sense the present intense competition for world markets and the demands for a more literate, learning-oriented work force. There are public calls for curricular changes in schools that will better prepare American youth for the complex demands of becoming more literate and more able to work and to learn independently. The public seems to believe that American education problems are not additive or quantitative, but qualitative.

The public's perception of the costs and effectiveness of new school program is vague at best because we are uncertain as to the long-term success of certain models for innovation that are being placed in schools. For instance, some state departments of education are imposing 9th and 12th grade exit standards that are academically demanding, as well as "tiered diplomas" (qualitatively different exit credentials) for high school graduates. We are not sure what the overall public reactions to such innovations will be even though the competency testing has been going on in several states and provinces for some time.

There is public uncertainty, as well, as to whether state and provincial legislators will accept a greater state government role in funding needed changes in the schools. People are generally convinced that it is unreasonable to expect local communities to finance local educational system, and there continues to be intense controversy among citizens as to the quality and adequacy of schools. Meanwhile the plight of many of the continent's children is getting worse, not better. Some have estimated a child is molested or neglected in the United States every 47 seconds; a student drops out of school every 8 seconds. More than a third of the children in the United States have no health insurance coverage. The litany of tragedy for the children and teenagers could be extended; however, the

message should be clear. There is grave, serious business yet to be attended to by the social service and educational agencies that try to serve North American youth. People are impatient to see some fundamental efforts to meet the basic needs of young people in the mid-1990s. The problems are the greatest in major cities and in more isolated rural areas. Public perceptions of the schools are affected by high levels of economic deprivation among large minority sectors of the population and the economic pressures that our interdependent world of today naturally produces as a result of international competition for the world's markets.

Studies conducted in the past few years, particularly the Carnegie Corporation's study of adolescents in America, document the plight of millions of young persons in North America. Some authors point out that although there was much talk about educational change in the 1990s, those changes were marginal and cosmetic at best. States responded by demanding more course work and tougher exit standards from school. However, the underlying courses of poor academic achievement received insufficient attention. With still more than 25 percent of school children in the United States living at or below the poverty level and almost a third of them in more economically and socially vulnerable nontraditional family settings, the overall social situation for young persons in North America continues to be difficult. The public wants more effective governmental responses to public needs.

The North American public has found certain proposed educational policy reforms very attractive. Various proposed approaches to greater parental choice in where their children attend school have gained in popularity. In the cities, magnet schools have achieved popularity for they also provide a wider range of school attendance choices for parents and students. There has been much written in the public trade press regarding proposals to encourage the competition between public and private schools. Alternative approaches to attracting new and talented teachers have received sympathetic support among many sectors of the general public, but these alternative teacher certification approaches have met with stiff opposition from large segments of the incumbents of North American education systems. Many states are exploring and experimenting with such programs at the urging of government and business leaders. Yet many of these alternative programs are too superficial and fail to teach the candidates in these programs the new knowl-

edge base on teaching and learning that has been developed in recent years.

So, in the face of major demographic shifts and the persistence of many long-term social problems, the public watches closely how schools respond to new as well as old challenges. In recent years, these challenges have tended to aggravate rather than to allay the public's concerns about the efficacy of public schooling as it is conducted in most places. Alternative educational agendas continue to be articulated by various political, cultural, corporate, and philanthropic interests. At the same time, the "incumbents" of the educational system respond with their own educational agendas reflecting their views of the system from the inside. The well-being and academic progress of students are the motivating forces behind the recommendations of all well-meaning interest groups in this dialogue. New national strategic goals for future educational development may come from this dialogue.

The public is concerned that several severe educational problems need to be addressed. They perceive the importance of teaching young children learning-readiness skills, and there is widespread concern to eliminate the severe drug usage problems among children and adolescents. The problem of illiteracy is important, as a significant minority percentage of the American population are unable to read or write effectively. They are concerned about the increasing school dropout rate (around 24%) nationally—particularly in the large cities and rural poverty areas.

Looking Ahead: Challenge Questions

What educational issues are of greatest concern to citizens today?

What ought to be the policy directions of national and state governments regarding educational reform?

What are the most important problems blocking efforts to improve educational standards?

What technological changes in the world economy influence the directions of educational change?

What economic factors affect educational development?

How can we best build a national public consensus regarding the structure and purposes of schooling?

What social factors encourage at-risk students to leave school early?

What are the differences between the myth and the

reality of North American schooling? Have the schools done anything right?

What are the best ways to accurately assess public perceptions of the educational system?

What is the functional effect of public opinion on national public policy regarding educational development?

What generalizations can one draw concerning public schools in the United States from the Gallup poll data?

How can existing public concerns regarding schooling be addressed more effectively by state or provincial legislatures?

