

# FOUNDATIONS of EDUCATION

— SECOND EDITION —

## BECOMING A TEACHER



— Paul D. Travers / Ronald W. Rebore —

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second edition

# Foundations of Education

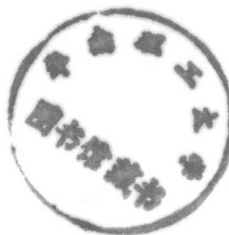
## Becoming a Teacher

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# Foundations of Education

*One hundred years from now,  
it will not matter*

*what kind of car I drove,  
what kind of house I lived in,  
how much I had in my bank account,  
nor what my clothes looked like.*

*But the world may be a little better  
because I was important  
in the life of a child.*

*anonymous*

# Preface

The purpose of this second edition of *Foundations of Education: Becoming a Teacher* is the same as that of the first edition: to help prospective teachers better understand their chosen careers by presenting selected facts, themes, and ideas pertinent to professional education. Through an awareness of the context of education and schooling, future teachers can identify more strongly with teaching as a field of study. The public schools particularly are in a state of rapid change, shaped largely by powerful national and state forces.

The authors have updated much of the content in the various chapters. Information is offered pertaining to teacher supply and demand, community attitudes about education, curriculum trends, as well as representative legal, political, economic, and social changes within the last several years. A selected annotated bibliography of sixty major, national reports and studies is also included for those students who want to pursue any one of them more thoroughly.

This textbook is different from most introductory editions because it combines the views of two educators who represent higher education and the public school, respectively. One author has been a central office administrator in three public school districts for a total of sixteen years while the other has been involved in teacher education in the university for over twenty years. In an age when the public school and the university must synchronize their efforts, the authors believe their collaboration is one step in that direction.

Prospective teachers need to see connections between preservice study and professional practice. They should consider the major historical, philosophical, political, social, economic, and professional forces which pervade public education. To view these themes from only the vantage point of the university or public school would be incomplete. Theoretical and practical considerations

must be fused together to give the student a better sense of educational reality. Too often, students do not begin to sense this reality until they enroll in clinical experiences; however, a beginning course can initiate such an awareness by portraying how former educational effort flows into the present.

The content of this text extends over eighteen chapters. The major themes are the following: (1) the educational heritage; (2) developing an educational viewpoint; (3) curriculum and organization; (4) support, control, and administration of public schools; and (5) the legal and professional status of both students and teachers in the public schools.

The authors are especially indebted to Elizabeth Eissler and Sharon Anderson for their competent, patient, and energetic assistance in the preparation of this manuscript. Thanks are due to the following reviewers for their suggestions: Courtney L. Haussman, Northern State College; June Kreutzkamp, University of Minnesota; and Stanley R. Lopez, New Mexico State University. Appreciation is also offered to Bernadette Travers for her comments in regard to the clarity of numerous chapters and to the Rebore family, Sandra, Lisa, and Ronald, Jr., for their sacrifices during the period of research and writing.

Paul D. Travers

Ronald W. Rebore

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