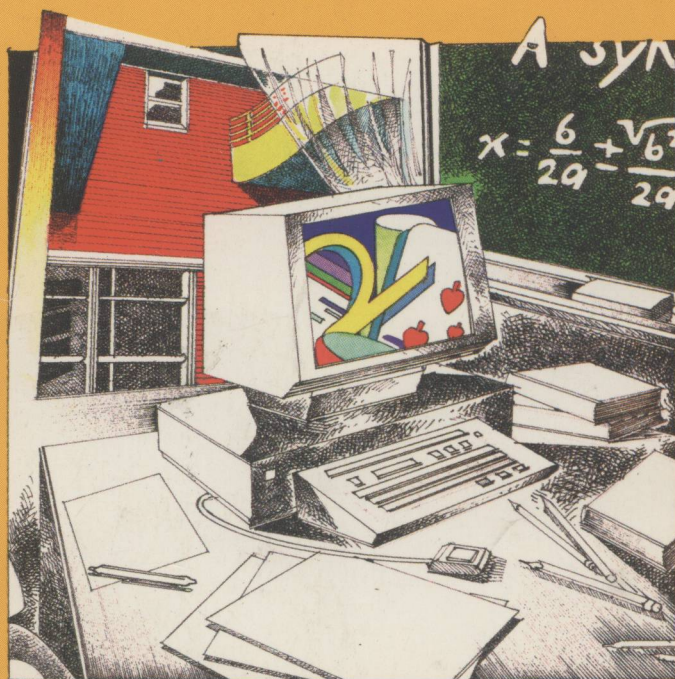


*Annual Editions*

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# EDUCATION

## 94/95



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# EDUCATION

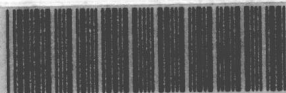
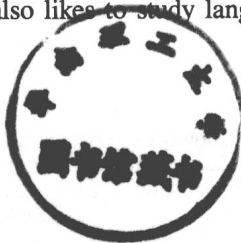
## 94/95

Editor

**Fred Schultz**  
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.



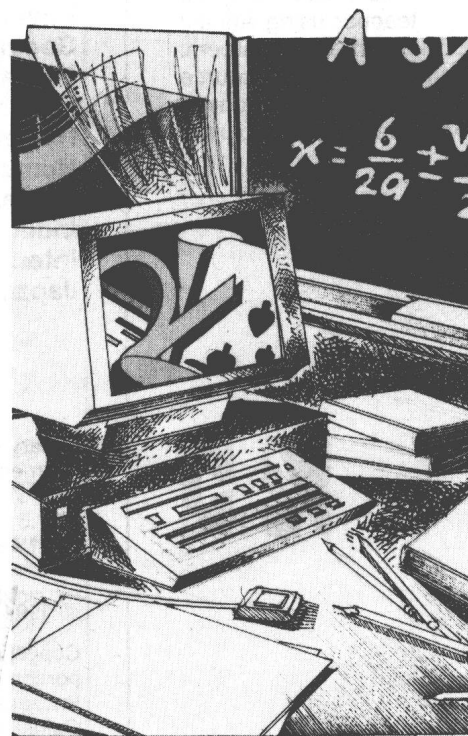
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Library of Congress Cataloging in Publication Data

Main entry under title: Annual editions: Education. 1994/95.

1. Education—Periodicals. I. Schultz, Fred, comp. II. Title: Education.

370'.5

73-78580

ISBN: 1-56134-272-6

LB41.A673

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# 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.

Discourse over the purposes of schooling is intense, as always. Debate over the relative strengths and weaknesses of North American educational systems continues. There is intense competition for the loyalty of our respective "publics" among those who champion alternative and differing educational destinies for our youth. The journal literature reflects intensive differences among those who champion the public tax-supported schools and those who favor either some form of "voucher" plan or efforts to "privatize" sectors of our educational systems. The American Federation of Teachers has adopted a policy statement calling for improvements in traditional models of public schooling as well as for the development of new types of learning institutions for our youth. The National Education Association is vigorously defending the efforts of the public schools. The debate continues over standardization of the national curriculum for elementary and secondary schools. There are several equity (social justice) issues yet unresolved that are receiving intensive analysis in the journal and monographic literatures in educational studies.

There is critical discourse over the nature and the quality of various alternative forms of schooling, both within the public school sector and in the private school sector. This critical discourse occurs when major demographic changes occur in the social and economic conditions affecting our youth. More than 23 percent of children in the United States live in households that are classified as at or below the poverty level. In 1993 the cultural composition of the United States indicated that 30 percent of all American school children were from cultural minority groups. Minority student populations are growing at a much faster rate than traditional Caucasian populations. Many scholars argue that the distinction between majority and minority school populations is being steadily eroded and will become relatively meaningless by the year 2030. If demographic trends continue, Caucasian (white) students may be the minority by 2030. The dramatic shifts in cultural composition gives greater urgency to the need to deal affirmatively and decisively with the remaining social justice issues to guarantee students' educational rights and to create a just set of social and educational opportunity structures.

With each passing year, the government, as well as leaders in the private sector of the economy, want to prepare our youth for a rapidly changing economic future. This has led to the advancement of several alternative educational agendas for the future of North American educational systems.

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. The interests of students, parents, state or provincial governments, and the corporate world continue to reflect many differing views on how people should learn.

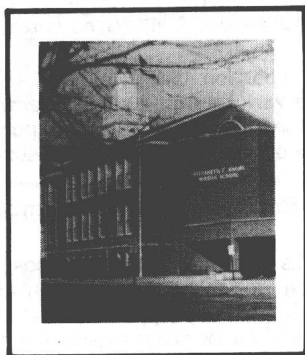
In assembling this volume, we make every effort to stay in touch with movements in educational studies and with the social forces at work in the schools. Members of the advisory board contribute valuable insights, and the production and editorial staff at The Dushkin Publishing Group coordinates our 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 and 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 that we need.



Fred Schultz  
Editor



## Unit 1

### How Others See Us and How We See Ourselves

Five articles examine today's most significant educational issues: the debate over privatization, the quality of schools, and the current public opinion about U.S. schools.

#### To the Reader Topic Guide Overview

1. **Preserving the American Dream**, Don Cameron, *Educational Horizons*, Fall 1992.

Don Cameron argues in defense of the public schools and in opposition to advocates of those school choice programs that would seek to divert public funds for private school choice alternatives for parents. He questions the motives of those who would seek *privatization of the educational system*.

2. **Strengths and Weaknesses of American Education**, Michael W. Kirst, *Phi Delta Kappan*, April 1993.

In an attempt to balance the strengths of the American educational system against its weaknesses, Michael Kirst provides a comprehensive discussion of the *qualitative assets of American schools* as well as of the problems they confront. Kirst says that there is no evidence that abandoning the public schools will necessarily solve our educational problems.

3. **American Education: The Good, the Bad, and the Task**, Harold Hodgkinson, *Phi Delta Kappan*, April 1993.

Harold Hodgkinson provides an insightful demographic summary of *major changes occurring in the American educational system*. He argues that the top 20 percent of American high school graduates are "world class and getting better." We should continue to focus our concerns on helping our at-risk student populations.

4. **The Little Schools That Could**, Deborah W. Meier, *The Nation*, September 23, 1991.

This article discusses the problems of small, innovative *experimental schools* 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.

5. **The 25th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools**, Stanley M. Elam, Lowell C. Rose, and Alec M. Gallup, *Phi Delta Kappan*, October 1993.

Each annual Gallup poll of *public opinion about U.S. schools* provides an informative backdrop to view current proposals for *change* in educational policies. As usual, this year's poll reveals that current educational issues have most affected public attitudes toward public schooling.

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## Unit 2

### Change and Rethinking of the Educative Effort

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



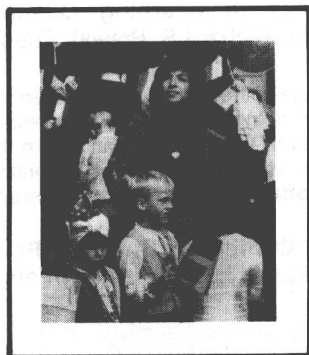
## Unit 3

### Striving for Excellence: The Drive for Quality

Five 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.

- |  |    |
|--|----|
| Overview   | 40 |
| 6. <b>U.S. Education: The Task Before Us</b> , <i>American Educator</i> , Winter 1992.   | 42 |
| This policy statement regarding the American agenda in the field of education was adopted by the American Federation of Teachers (AFT) in 1992. This position paper argues for five primary tasks facing educators. Educators must strive for more <b>teacher empowerment and control over curriculum reform</b> . |    |
| 7. <b>Changing Schools From Within</b> , Robert E. Rubinstein, <i>The World &amp; I</i> , February 1993.   | 51 |
| Robert Rubinstein explores alternatives and possible reforms in <b>the shaping of American educational priorities</b> . He explores ways in which school calendars, funding, and teaching strategies could be altered to enhance the quality of schooling.   |    |
| 8. <b>A World of Choice in Education</b> , Clifford F. Thies, <i>The World &amp; I</i> , July 1993.  | 56 |
| Clifford Thies provides a comparison of the efforts of other democratic nations to provide <b>various models of government funding to private schools of choice</b> . This essay puts the "choice" debate within the school reform movement in accurate international perspective.                                 |    |
| 9. <b>A Question of Choice</b> , <i>Business Week</i> , December 7, 1992.  | 64 |
| This article explores the risks and promises of proposals to provide more parental "choice" in where their children attend school. <b>The choice debate</b> is addressed in the context of the school reform movement. This is an excellent exploration of the conceptual parameters of this critical issue.       |    |

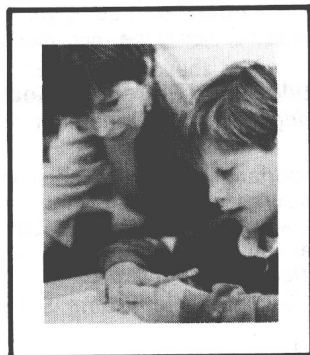
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| 10. <b>Launching a Revolution in Standards and Assessments</b> , Diane Ravitch, <i>Phi Delta Kappan</i> , June 1993.  | 68 |
| The issue of <b>national school assessment standards in American schools</b> is described by Diane Ravitch. She describes efforts to develop higher academic performance standards for students and reliable national testing standards as part of the educational reform agenda. |    |
| 11. <b>How the National Board Builds Professionalism</b> , Mary-Dean Barringer, <i>Educational Leadership</i> , March 1993.   | 73 |
| Mary-Dean Barringer discusses the drive for excellence in education in the area of <b>teacher preparation</b> . The criteria used by the <b>National Board for Professional Teaching Standards</b> is summarized.   |    |
| 12. <b>Magnet Schools and Issues of Education Quality</b> , Rolf K. Blank and Douglas A. Archbald, <i>The Clearing House</i> , November/December 1992.  | 77 |
| Magnet schools were developed to improve the quality of schooling in the drive for "excellence" in education. Rolf Blank and Douglas Archbald examine some of the educational policy issues related to <b>the development of magnet schools</b> .                                 |    |



## 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

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

13. **The Myth of Public School Failure**, Richard Rothstein, *The American Prospect*, Spring 1993. 83  
Richard Rothstein provides an in-depth **defense of public education in the United States**; he responds to several major critics of the public schools and offers suggestions to help the public schools improve their performance.
14. **Should We Push the Button?** B. Paul Komisar, *Educational Horizons*, Fall 1992. 91  
The author offers a creative discussion of **alternatives in education**, such as educational vouchers, and responds to some of the criticisms of public schooling. B. Paul Komisar offers an interesting conception of competence in teaching.

#### Overview

15. **Right and Wrong**, Sonia L. Nazario, *The Wall Street Journal*, September 11, 1992. 94 96  
Sonia Nazario provides an interesting overview of specific trends to help students **develop constructive value systems** and to learn ethical decision-making skills.
16. **Why Johnny Can't Tell Right From Wrong**, Kathleen Kennedy Townsend, *The Washington Monthly*, December 1992. 101  
Kathleen Kennedy Townsend raises some serious concerns about the need to focus more on the teaching of **values and ethical standards in public schools**. Students need to develop a sense of community service and commitment to the well-being of themselves and others.
17. **Ethical Communication in the Classroom**, Michelle Dabel, *Kappa Delta Pi Record*, Spring 1993. 104  
Michelle Dabel raises critically important issues regarding how teachers communicate with students and the **need for teachers to develop ethical communication skills** in classroom dialogue. She argues that classroom discourse affects the thought processes of students and that students need to be taught ethical communication strategies.

#### Overview

18. **Discipline With Dignity in the Classroom: Seven Principles**, Allen N. Mendler, *The Education Digest*, March 1993. 108 110  
Seven guiding principles are offered to help teachers achieve discipline with dignity in the classroom. Allen Mendler encourages teachers to take both a long-range and a short-term view of **classroom management**.
19. **A Constructivist Approach to Conflict Resolution**, Nancy Carlsson-Paige and Diane E. Levin, *The Education Digest*, March 1993. 113  
Nancy Carlsson-Paige and Diane Levin argue that teachers can help students learn to evaluate and to better understand conflict situations when they occur and how to resolve them constructively. This essay is a good contribution to the literature on **classroom management**.



# Unit 6

## Equality of Educational Opportunity

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

20. **Practical Peacemaking Techniques for Educators**, Peter Martin Commanday, *The Education Digest*, March 1993. 116

Peter Martin Commanday offers some very insightful suggestions for how teachers can be peacemakers when conflict develops in school settings. His ideas can contribute to more **effective classroom management**.

21. **From Individual Differences to Learning Communities—Our Changing Focus**, Richard S. Prawat, *Educational Leadership*, April 1992. 119

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**. The contributions of cognitive psychologists and **classroom management style** are also examined.

22. **Resolving Teacher-Student Conflict: A Different Path**, Stanley C. Diamond, *The Clearing House*, January/February 1992. 123

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**.

- Overview 126

23. **The Canon Debate, Knowledge Construction, and Multicultural Education**, James A. Banks, *Educational Researcher*, June/July 1993. 128

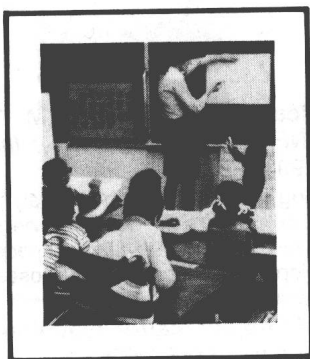
This article provides an extensive discussion regarding the role of the "Western," Eurocentric canon in school curricula. James Banks reviews **the debate over multicultural education**, and presents a typology of five types of knowledge that should be included in school curricula.

24. **Teachers and Cultural Styles in a Pluralistic Society**, Asa G. Hilliard III, *Rethinking Schools*, December 1989/January 1990. 139

Asa Hilliard III offers some important summary observations of how teachers' communications styles in the classroom can affect the quality of their interaction with students. We must become more sensitive to students' learning and communications styles. This article is relevant to **multicultural education**.

25. **The Crisis in Education**, Enid Lee, *Rethinking Schools*, Autumn 1992. 141

Interesting suggestions on **how to incorporate antiracist teaching strategies** and attitudes into classroom teaching and school curricula are offered by Enid Lee. These suggestions should create a more accepting, multicultural focus in schools.

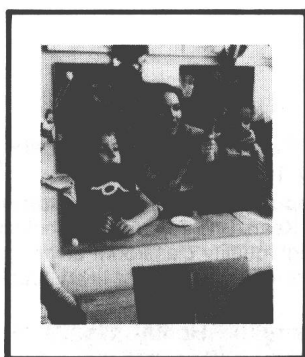


# Unit 7

## Serving Special Needs and Concerns

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

26. **Investing in Our Children: A Struggle for America's Conscience and Future**, Marian Wright Edelman, *USA Today Magazine (Society for the Advancement of Education)*, March 1993. 146  
In this essay, Marian Wright Edelman addresses the **need for a greater multicultural focus** in education. She argues that students need to develop a will to serve themselves and their communities well.
27. **Concerns About Teaching Culturally Diverse Students**, Patricia L. Marshall, *Kappa Delta Pi Record*, Spring 1993. 149  
Patricia Marshall surveys some of the concerns expressed by teachers who teach in **multicultural school settings**. She identifies four major categories of teacher concerns and then offers several practical suggestions to address these concerns.
- Overview 152
28. **Blowing Up the Tracks**, Patricia Kean, *The Washington Monthly*, January/February 1993. 154  
A very effective argument in **opposition to tracking students in schools** is offered by Patricia Kean. She supports the inclusion of all students in challenging, high-quality classroom environments and the elimination of low-level and intermediate-level "tracks" in schools.
29. **Child Care: What Do Families Really Want?** Michael Schwartz, *USA Today Magazine (Society for the Advancement of Education)*, July 1993. 158  
Michael Schwartz discusses the concerns of parents for adequate child care facilities and the social policy issues relating to **child care services**. He argues that existing state regulatory standards are adequate to ensure the reliability and trustworthiness of child care providers and that federal standards are not needed.
30. **Helping Students Understand and Accept Sexual Diversity**, James T. Sears, *Educational Leadership*, September 1991. 160  
James Sears calls on teachers to exercise tolerance in helping children to accept diversity in **sexual orientation**. He argues for a broader, more inclusive perspective in **teaching about sexual identity** in schools.
31. **Teenage Sex: Just Say 'Wait,'** Joseph P. Shapiro, *U.S. News & World Report*, July 26, 1993. 163  
Addressing the social issues surrounding **teenage sexual interaction**, Joseph Shapiro summarizes the increase in teenage sexual encounters and teenage pregnancy rates in the United States. The debate over what to teach teenagers continues as the age of initial sexual activity continues to get younger and younger.
32. **Everyone Is an Exception: Assumptions to Avoid in the Sex Education Classroom**, Mary M. Krueger, *Phi Delta Kappan*, March 1993. 165  
For those who teach **sex education classes in schools**, Mary Krueger provides some helpful suggestions for appropriate teacher attitudes. In addition, she provides some interesting demographic data on the varieties of teenage sexual behavior.

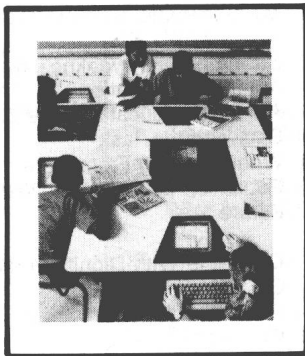


# Unit 8

## The Profession of Teaching Today

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

33. **Building a Smarter Work Force**, Ray Marshall and Marc Tucker, *Technology Review*, October 1992. 169  
A strong argument for major changes in **American vocational educational programs** is provided in this article. The authors contrast vocational education in the United States with vocational programming in other industrial nations, and they call for the development of national standards.
34. **What the 'V' Word Is Costing America's Economy**, Monika Kosmahl Aring, *Phi Delta Kappan*, January 1993. 174  
Monika Kosmahl Aring provides a strong argument, with interesting historical insight, for **quality vocational education** for all American students. Both college-bound and noncollege-bound students should receive training in specific work-related vocational skills.
- Overview 182
35. **What Makes a Good Teacher?** Christopher M. Clark, *Doubts and Certainties (NEA National Center for Innovation)*, January/February 1993. 184  
"The journey toward becoming a good teacher has barely begun on graduation day." **Good teachers are life-long learners** who have content knowledge mastery, as well as mastery of pedagogical knowledge, human development, educational purposes, and reliable knowledge of educational contexts.
36. **Probing the Subtleties of Subject-Matter Teaching**, Jere Brophy, *Educational Leadership*, April 1992. 188  
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.
37. **Exploring the Thinking of Thoughtful Teachers**, Joseph J. Onosko, *Educational Leadership*, April 1992. 193  
Joseph Onosko reviews research on **the thought processes of teachers** who give considerable reflective analysis to their classroom performance. Onosko looks at how teachers think about their work.
38. **A Better Way to Learn**, Stephen H. Schneider, *World Monitor*, April 1993. 197  
Stephen Schneider develops an interesting argument regarding how teachers can **help to foster creative thinking in students**. Teachers need to encourage students to raise questions and to be reasoning risk takers when pursuing solutions to problems.
39. **Exposing Our Students to Less Should Help Them Learn More**, Frank N. Dempster, *Phi Delta Kappan*, February 1993. 202  
Curricular change has moved center stage in education reform. Frank Dempster argues that we may have to expose students to less material but in more depth. Difficult choices have to be made **regarding what students ought to learn**. Effective learning requires frequent practice in the form of either reviews or tests.
40. **Five Standards of Authentic Instruction**, Fred M. Newmann and Gary G. Wehlage, *Educational Leadership*, April 1993. 206  
The authors explore the question, "What types of instruction engage students in using their minds well?" "Lower-order thinking" and "higher-order thinking" in **teacher practice and student learning**, are reviewed. Five specific standards for authentic, effective instruction are offered.



# Unit 9

## A Look to the Future

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

41. <b>Why Teachers Must Become Change Agents</b> , Michael G. Fullan, <i>Educational Leadership</i> , March 1993.	211
Michael Fullan argues that future and new teachers must be encouraged to be agents for qualitative change in the classroom. Teachers have to have a <b><i>sense of moral purpose</i></b> , as well as skills in human relations, to make a difference in schools.	
42. <b>The Rewards of Learning</b> , Paul Chance, <i>Phi Delta Kappan</i> , November 1992.	217
Several types of reinforcement used in classroom settings to provide extrinsic motivation to students are discussed in this article. Several recommendations regarding <b><i>how teachers should use rewards</i></b> are described.	
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43. <b>Where We Go From Here</b> , Nancy J. Perry, <i>Fortune</i> , October 21, 1991.	224
Nancy Perry reviews the <i>Fortune</i> magazine "education summit" where prominent leaders in business and government conferred on the <b><i>future</i></b> 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 <b><i>future of education</i></b> is explored in terms of <b><i>national educational priorities</i></b> .	
44. <b>Education 2000 A.D.: A Peek Into the Future</b> , Robert J. Simpson, <i>USA Today Magazine (Society for the Advancement of Education)</i> , January 1992.	228
Robert Simpson provides a summary vision of what American schools will be like by the turn of the century. The problems of inadequate government support and the continued erosion of social values in the schools are among the near-term future concerns cited.	
45. <b>How 'New' Will the 'New' Whittle American School Be? A Case Study in Privatization</b> , Ben Brodinsky, <i>Phi Delta Kappan</i> , March 1993.	231
Ben Brodinsky looks into the debate now shaping up over what the short-term failure of American schooling will be like. He takes a critical look at recent efforts to develop <b><i>private entrepreneurial alternative elementary and secondary schools</i></b> .	
46. <b>American Schools: Good, Bad, or Indifferent?</b> Denis P. Doyle, <i>Phi Delta Kappan</i> , April 1993.	236
Denis Doyle reviews the criticisms of American education over the past decade. What effects will the critical efforts of the 1980s and 1990s have on educators in the near-term future? Doyle tries to come up with a short-term vision of <b><i>the future of American education</i></b> .	
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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:
<b>Accountability</b>	<ul style="list-style-type: none"> <li>10. Launching a Revolution in Standards and Assessments</li> <li>11. How the National Board Builds Professionalism</li> <li>12. Magnet Schools and Issues of Education Quality</li> <li>35. What Makes a Good Teacher?</li> <li>37. Exploring the Thinking of Thoughtful Teachers</li> <li>40. Five Standards of Authentic Instruction</li> </ul>	<b>Culture and Schools (cont'd)</b>	<ul style="list-style-type: none"> <li>24. Teachers and Cultural Styles in a Pluralistic Society</li> <li>25. Crisis in Education</li> <li>26. Investing in Our Children</li> <li>27. Concerns About Teaching Culturally Diverse Students</li> </ul>
<b>Alternative Schools</b>	<ul style="list-style-type: none"> <li>4. Little Schools That Could</li> <li>8. World of Choice in Education</li> <li>9. Question of Choice</li> <li>14. Should We Push the Button?</li> </ul>	<b>Defense of Public Schools</b>	<ul style="list-style-type: none"> <li>1. Preserving the American Dream</li> <li>7. Changing Schools From Within</li> <li>13. Myth of Public School Failure</li> </ul>
<b>Change and Schooling</b>	<ul style="list-style-type: none"> <li>6. U.S. Education: The Task Before Us</li> <li>7. Changing Schools From Within</li> <li>8. World of Choice in Education</li> <li>9. Question of Choice</li> </ul>	<b>Demographic Change</b>	<ul style="list-style-type: none"> <li>2. Strengths and Weaknesses of American Education</li> <li>3. American Education: The Good, the Bad, and the Task</li> <li>43. Where We Go From Here</li> <li>44. Education 2000 A.D.: A Peek Into the Future</li> </ul>
<b>Child Care</b>	<ul style="list-style-type: none"> <li>29. Child Care: What Do Families Really Want?</li> </ul>	<b>Discipline</b>	<ul style="list-style-type: none"> <li>18. Discipline With Dignity in the Classroom</li> <li>19. Constructivist Approach to Conflict Resolution</li> <li>20. Practical Peacemaking Techniques for Educators</li> <li>21. From Individual Differences to Learning Communities</li> <li>22. Resolving Teacher-Student Conflict</li> </ul>
<b>"Choice" and Schooling</b>	<ul style="list-style-type: none"> <li>4. Little Schools That Could</li> <li>8. World of Choice in Education</li> <li>9. Question of Choice</li> <li>14. Should We Push the Button?</li> </ul>	<b>Equity and Schooling</b>	<ul style="list-style-type: none"> <li>23. Canon Debate, Knowledge Construction, and Multicultural Education</li> <li>24. Teachers and Cultural Styles in a Pluralistic Society</li> <li>25. Crisis in Education</li> <li>26. Investing in Our Children</li> <li>27. Concerns About Teaching Culturally Diverse Students</li> <li>28. Blowing Up the Tracks</li> </ul>
<b>Classroom Management</b>	<ul style="list-style-type: none"> <li>18. Discipline With Dignity in the Classroom</li> <li>19. Constructivist Approach to Conflict Resolution</li> <li>20. Practical Peacemaking Techniques for Educators</li> <li>21. From Individual Differences to Learning Communities</li> <li>22. Resolving Teacher-Student Conflict</li> </ul>	<b>Ethics and Teaching</b>	<ul style="list-style-type: none"> <li>15. Right and Wrong</li> <li>16. Why Johnny Can't Tell Right From Wrong</li> <li>17. Ethical Communication in the Classroom</li> </ul>
<b>Communities and Schools</b>	<ul style="list-style-type: none"> <li>1. Preserving the American Dream</li> <li>3. American Education: The Good, the Bad, and the Task</li> <li>4. Little Schools That Could</li> <li>5. 25th Annual Phi Delta Kappa/Gallup Poll</li> <li>6. U.S. Education: The Task Before Us</li> <li>8. World of Choice in Education</li> </ul>	<b>Eurocentric versus Multicultural Curriculum</b>	<ul style="list-style-type: none"> <li>23. Canon Debate, Knowledge Construction, and Multicultural Education</li> </ul>
<b>Conflict Resolution in Schools</b>	<ul style="list-style-type: none"> <li>19. Constructivist Approach to Conflict Resolution</li> <li>20. Practical Peacemaking Techniques for Educators</li> <li>22. Resolving Teacher-Student Conflict</li> </ul>	<b>Excellence and Schooling</b>	<ul style="list-style-type: none"> <li>10. Launching a Revolution in Standards and Assessments</li> <li>11. How the National Board Builds Professionalism</li> <li>12. Magnet Schools and Issues of Education Quality</li> <li>13. Myth of Public School Failure</li> <li>14. Should We Push the Button?</li> </ul>
<b>Creativity and Teaching</b>	<ul style="list-style-type: none"> <li>35. What Makes a Good Teacher?</li> <li>38. Better Way to Learn</li> </ul>		
<b>Culture and Schools</b>	<ul style="list-style-type: none"> <li>23. Canon Debate, Knowledge Construction, and Multicultural Education</li> </ul>		

TOPIC AREA	TREATED IN:	TOPIC AREA	TREATED IN:
<b>Future of Education</b>	43. Where We Go From Here 44. Education 2000 A.D.: A Peek Into the Future 45. How 'New' Will the 'New' Whittle American School Be? 46. American Schools: Good, Bad, or Indifferent?	<b>Restructuring Schools</b>	7. Changing Schools From Within 33. Building a Smarter Work Force 34. What the 'V' Word Is Costing America's Economy 43. Where We Go From Here 45. How 'New' Will the 'New' Whittle American School Be? 46. American Schools: Good, Bad, or Indifferent?
<b>Instructional Standards</b>	11. How the National Board Builds Professionalism 35. What Makes a Good Teacher? 37. Exploring the Thinking of Thoughtful Teachers 40. Five Standards of Authentic Instruction	<b>Sex Education</b>	30. Helping Students Understand and Accept Sexual Diversity 31. Teenage Sex: Just Say "Wait" 32. Everyone Is an Exception: Assumptions to Avoid in the Sex Education Classroom
<b>International Perspectives</b>	8. World of Choice in Education 33. Building a Smarter Work Force 34. What the 'V' Word Is Costing America's Economy	<b>Standards and Schooling</b>	2. Strengths and Weaknesses of American Education 6. U.S. Education: The Task Before Us 10. Launching a Revolution in Standards and Assessments 12. Magnet Schools and Issues of Education Quality 13. Myth of Public School Failure 14. Should We Push the Button? 23. Canon Debate, Knowledge Construction, and Multicultural Education
<b>Magnet Schools</b>	12. Magnet Schools and Issues of Education Quality		
<b>Moral Education</b>	15. Right and Wrong 16. Why Johnny Can't Tell Right From Wrong 17. Ethical Communication in the Classroom		
<b>Multicultural Education</b>	23. Canon Debate, Knowledge Construction, and Multicultural Education 24. Teachers and Cultural Styles in a Pluralistic Society 25. Crisis in Education 26. Investing in Our Children 27. Concerns About Teaching Culturally Diverse Students	<b>Teaching Today</b>	35. What Makes a Good Teacher? 36. Probing the Subtleties of Subject-Matter Testing 37. Exploring the Thinking of Thoughtful Teachers 38. Better Way to Learn 39. Exposing Our Students to Less Should Help Them Learn More 40. Five Standards of Authentic Instruction 41. Why Teachers Must Become Change Agents 42. Rewards of Learning
<b>Peacemaking in Schools</b>	19. Constructivist Approach to Conflict Resolution 20. Practical Peacemaking Techniques for Educators 22. Resolving Teacher-Student Conflict	<b>Textbooks</b>	39. Exposing Our Students to Less Should Help Them Learn More
<b>Public Perceptions of Schools</b>	5. 25th Annual Phi Delta Kappa/Gallup Poll 8. World of Choice in Education 9. Question of Choice 13. Myth of Public School Failure 14. Should We Push the Button?	<b>Tracking</b>	28. Blowing Up the Tracks
		<b>Urban Education</b>	4. Little Schools That Could 12. Magnet Schools and Issues of Education Quality
<b>Public Schools</b>	1. Preserving the American Dream 2. Strengths and Weaknesses of American Education 5. 25th Annual Phi Delta Kappa/Gallup Poll 6. U.S. Education: The Task Before Us 7. Changing Schools From Within 12. Magnet Schools and Issues of Education Quality 13. Myth of Public School Failure 14. Should We Push the Button?	<b>Values and Teaching</b>	15. Right and Wrong 16. Why Johnny Can't Tell Right From Wrong 17. Ethical Communication in the Classroom 24. Teachers and Cultural Styles in a Pluralistic Society 25. Crisis in Education 35. What Makes a Good Teacher?
<b>Reform and Education</b>	2. Strengths and Weaknesses of American Education 6. U.S. Education: The Task Before Us 7. Changing Schools From Within 43. Where We Go From Here 46. American Schools: Good, Bad, or Indifferent?	<b>Vocational Education</b>	33. Building a Smarter Work Force 34. What the 'V' Word Is Costing America's Economy

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# How Others See Us and How We See Ourselves

There is serious dialogue going on regarding the use of public tax funds to enhance parental "choice" plans to permit greater "privatization" of schooling. Advocates of the public schools are fiercely defending the importance of retaining the "common school" tradition of tax support for public institutions only. The defenders of private corporate intervention into education argue that greater privatization of education at the K-12 levels will give parents and children more real choices among schooling alternatives. Defenders of the public schools argue that the development of a two-tiered national educational system, one public and one private, would undermine the basic democratic traditions of tax-supported education by creating even greater levels of segregation among socioeconomic groups. Private sector schools will have students from higher socioeconomic backgrounds, while students remaining in the public schools will be the "have nots" and the learning disabled. (The readings in unit 2 go into this debate in great depth.) Yet, even in this first unit of essays the public perceptions of the "choice" issue in schooling are raised from both within and without the education profession.

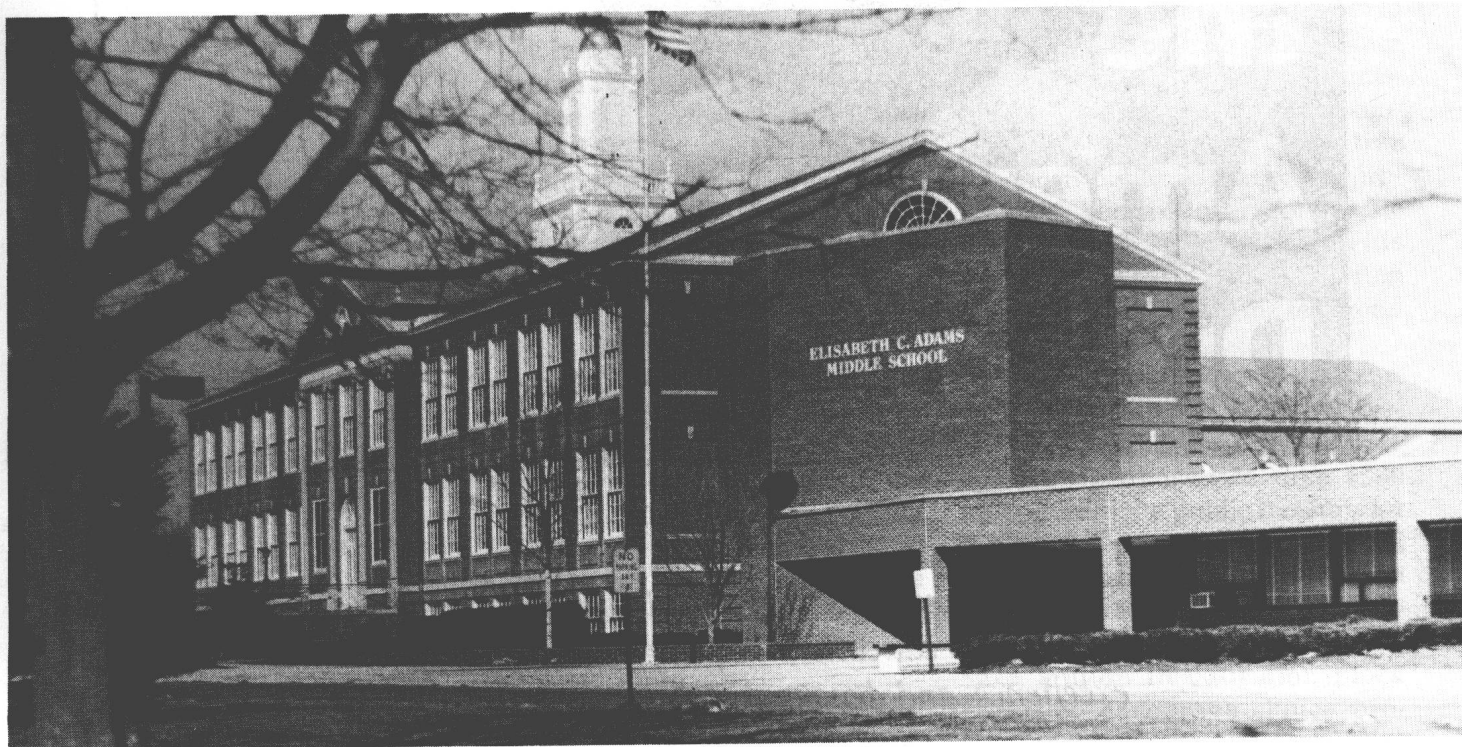
Concerns regarding the quality of public schooling need to be seen in the social context of the dramatic demographic changes currently taking place in North America and especially in the United States, which is experiencing the second largest wave of immigration in its history. Cuts in federal government funding of such important early educational programs as Head Start over the past 12 years have created a situation in some areas of the nation (such as West Virginia) where only about one in three eligible children from poverty-level homes can have a place in Head Start programs. In addition, school dropout rates, adult and youth illiteracy, the increasing rate of teenage pregnancy, and several interrelated health and security issues in schools cause continued public concern.

The public's perception of the costs and effectiveness of new school programs is vague at best because we are uncertain about the long-term success of certain models of innovation. 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, whether or not state and provincial legislators will accept a greater state government role in funding needed changes in the schools. There continues to be intense controversy among citizens about 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 is 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 economy 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 causes 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.

Alternative approaches to attracting new and talented teachers have received sympathetic support among many sectors of the 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 knowledge 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 aggravated rather than allayed the public's concerns about the efficacy of public schooling as 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.

### **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 Phi Delta Kappa/Gallup poll data?

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

# Preserving the American Dream

toward a  
recommitment  
to Public  
Education  
in America

*Privatization advocates would abandon America's commitment to educational equity. Pluralism, educational excellence, and democratic governance are at stake.*

## Don Cameron

*DON CAMERON is Executive Director of the National Education Association.*

**E**nvision the following scenario of American K-12 education in the year 2010: All children are provided government vouchers which their parents sign over to the school their children attend.

There are two distinct kinds of school systems. The first is public and is financed through public funds derived from tax dollars. It is staffed by employees who work for the public. These schools are automatically open to all children without exception. They are obliged to

admit and retain every child. Parents pay no additional enrollment costs beyond their tax dollars. These public schools are directly accountable to state and local authorities and must comply with all federal and state statutes, such as those on desegregation and education of the handicapped.

The second school system is private and is financed through a combination of private funds and public tax dollars in the form of vouchers. It is staffed by employees who work for the school's owner. Many of these schools are created and run by private, profit-making corporations; others are owned and run by religious groups. They are able to accept