



Unit 1

How Others See Us and How We See Ourselves

Six 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	iv
Topic Guide	2
Overview	4
1. Education for Conflict Resolution , David A. Hamburg, <i>Carnegie Corporation of New York</i> , Report of the President, 1994.	6
This essay explores how we can develop educational strategies to help young people use <i>nonviolent methods</i> to resolve disputes. It deals with questions such as, Can we learn to live together in a world at peace? Can we educate ourselves and our children to live at peace with one another? It argues for teaching strategies of <i>conflict resolution</i> .	
2. Will Schools Ever Get Better? <i>Business Week</i> , April 17, 1995.	17
This report critiques the manner in which American public school systems are using their economic resources. The data should spark spirited discussion regarding the <i>management of American school systems</i> .	
3. Full-Service Schools: Ideal as Reality , <i>Carnegie Quarterly</i> , Fall 1994/Winter 1995.	22
This brief article describes how two new and very <i>innovative public schools</i> in New York City and Modesto, California, were developed to meet a broad area of student and community needs. Health, dental, recreational, and other needs of students are met, along with state-of-the-art educational services.	
4. Public School Lifts Kids Off New York's Mean Streets , Stephen Goode, <i>Insight</i> , December 26, 1994.	23
Stephen Goode reports on the efforts of Mohegan School in the Bronx, New York City, to implement the ideas of E. D. Hirsch in the elementary curriculum. Fifty percent of each school day is spent on learning vocabulary and other <i>basic subjects</i> , and 50 percent of the day is spent on creative activities.	
5. America Skips School: Why We Talk So Much about Education and Do So Little , Benjamin R. Barber, <i>Harper's</i> , November 1993.	26
Benjamin Barber develops a critical analysis of the ongoing <i>crisis in education</i> and society in the United States. He discusses the misplaced social values and adult hypocrisy about <i>schooling and democracy</i> that plague <i>American social opinion about education</i> . Barber critiques many recent critics of the schools, and he offers his own critique of the present state of public commitment to <i>public education</i> .	
6. The 27th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitude toward the Public Schools , Stanley M. Elam and Lowell C. Rose, <i>Phi Delta Kappan</i> , September 1995.	34
Each annual Gallup poll of <i>public opinion about U.S. schools</i> provides an informative backdrop for viewing current proposals for <i>change and restructuring</i> in the U.S. <i>educative effort</i> . As usual, this year's poll reveals current educational controversies that have most affected attitudes toward public schooling.	



Unit 2

Rethinking and Changing the Educative Effort

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

- | | |
|---|----|
| Overview | 50 |
| 7. Shifting the Target of Educational Reform , William E. Klingele, <i>Educational Horizons</i> , Summer 1994. | 52 |
| The author argues that the focus of <i>educational reform</i> in the United States should be on students instead of educators. Improving the quality of educational services to students should be the target of our <i>educative efforts</i> . | |
| 8. How Our Schools Could Be , Deborah Meier, <i>Phi Delta Kappan</i> , January 1995. | 56 |
| Deborah Meier describes several current <i>educational reform strategies</i> being attempted in the United States. She describes two <i>alternative visions of American education in the near future</i> and argues for the development of self-governing <i>learning communities</i> . | |
| 9. A Class of Their Own , Claudia Wallis, <i>Time</i> , October 31, 1994. | 60 |
| A new innovative " <i>charter</i> " school that is publicly funded but free to develop <i>innovative educational activities</i> independent of the public-school curriculum is the focus of this article. The Northlane Math and Science Academy in exurban Freeland, Michigan, is described. States are developing <i>charter schools</i> to explore more effective ways of <i>teaching and learning</i> . | |
| 10. Rebel with a Cause , Rochelle L. Stanfield, <i>National Journal</i> , October 1, 1994. | 64 |
| The author describes the newest <i>educational reform</i> plans of Wendy Kopp's innovative group of educators. Kopp founded <i>Teach for America</i> a few years ago; now she is proposing further innovations in how teachers are licensed to practice. Her group wants systemic change in how persons are brought into the teaching profession. | |
| 11. Schools That Do More Than Teach , Maggie McComas, <i>Carnegie Quarterly</i> , Fall 1994/Winter 1995. | 68 |
| Maggie McComas describes the recommendations for changing and broadening the <i>social mission of schools</i> to include meeting the health, community, and other needs of students. She describes the educational reform recommendations of Joy G. Dryfoos in her recent book, <i>Full-Service Schools</i> . | |
| 12. An Evolving Strategy for Middle Grade Reform , Anthony W. Jackson, <i>Carnegie Quarterly</i> , Spring 1993. | 70 |
| This is a truly exciting, inspiring report on what the state of California has done with its middle school students. Anthony Jackson refers to <i>Turning Points: Preparing American Youth for the 21st Century</i> to describe recommendations for the <i>restructuring of middle schools</i> . | |
| 13. On Lasting School Reform: A Conversation with Ted Sizer , John O'Neil, <i>Educational Leadership</i> , February 1995. | 72 |
| Ted Sizer answers John O'Neil's questions about what we have learned from the <i>school reform</i> movement of recent years. This interview relates to the many similar educational reform efforts being implemented in all regions of the United States. The progress of the <i>Coalition of Essential Schools</i> , led by Sizer, is discussed. | |



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.



Unit 4

Morality and Values in Education

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

Overview	76
14. Towards Excellence in Education , Chester E. Finn Jr., <i>The Public Interest</i> , Summer 1995.	78
Chester E. Finn, argues that the central policy problem underlying present <i>federal educational programs in America</i> is that they have not been adapted to the changing nature of education. Finn identifies five faulty assumptions of the <i>federal educational programs</i> of the 1960s and critiques the performance of four federal educational programs since that time.	
15. Not All Standards Are Created Equal , Matthew Gandal, <i>Educational Leadership</i> , March 1995.	84
The author reviews 10 criteria that the American Federation of Teachers considers important for high-quality standards in education. He focuses on the development of rigorous <i>academic standards</i> in school curricula and the need for a common academic core curriculum.	
16. Wrong Problem, Wrong Solution , Kenneth R. Howe, <i>Educational Leadership</i> , March 1995.	89
Responding to the high-quality education standards proposed by Matthew Gandal, Kenneth Howe contends that international benchmarking diverts attention from a more pressing problem for today's public education—"the need to provide a much larger, more diverse population with genuine opportunities to learn."	
17. Somebody's Children , Diane Ravitch, <i>The Brookings Review</i> , Fall 1994.	91
Diane Ravitch argues in defense of a " <i>means-tested</i> " <i>school choice proposal</i> that would enable children in the worst public schools to earn academic scholarship to attend good schools, whether public or private ones. She counters the arguments of the opponents of school choice proposals and defends the rights of parents to be able to choose where their children go to school. Ravitch concludes that nobody's children should have to attend a bad public school.	
18. Making America's Schools Work , Eric A. Hanushek, <i>The Brookings Review</i> , Fall 1994.	96
The author argues that putting more money into American schools will not by itself encourage <i>excellence in schooling</i> . He calls for more emphasis on <i>performance</i> incentives to reward schools where children improve academically and for less emphasis on rigid centralized rules in school systems.	
Overview	100
19. A Morally Defensible Mission for Schools in the 21st Century , Nel Noddings, <i>Phi Delta Kappan</i> , January 1995.	102
Nel Noddings argues that there should be more emphasis on helping American students to be morally <i>caring persons</i> . There should be a <i>moral mission for American schools</i> . Noddings maintains that the main educational aim should be to encourage the growth of competent, caring, loving, and lovable persons.	
20. A De-Moralized Society: The British/American Experience , Gertrude Himmelfarb, <i>American Educator</i> , Winter 1994/95.	106
Gertrude Himmelfarb compares the history of public <i>moral values</i> in Great Britain with the United States from the mid-Victorian period to the present. She identifies similarities and differences in British and American public moral concerns, and she provides in-depth comparative statistics, which suggest the need for <i>moral education</i> in the schools.	



Unit 5

Managing Life in Classrooms

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



Unit 6

Equal Opportunity in Education

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

21. **The Return of Character Education**, Thomas Lickona, *Educational Leadership*, November 1993. 117

Thomas Lickona discusses current concerns in American society over personal *character development* and *moral development* in public schools. He makes several practical suggestions for classroom practice in helping to foster development of those values that we associate with the concept of "*character*."

22. **What Are Your Family Values?** *Parents*, December 1994. 121

A *Parents* survey to get a national parental database on current American parents' ideas about *values and family* is presented. This self-assessment should provoke interesting discussions on the role of teachers in *moral education*.

23. **Teaching Values**, Jean Grasso Fitzpatrick, *Parents*, June 1995. 125

In December 1994 *Parents* ran a survey of how readers felt about *ethics, manners, tolerance, sexuality, and religion*, and what they wanted their children to believe. Jean Grasso Fitzpatrick examines the results of the survey.

- Overview 128

24. **Routines and the First Few Weeks of Class**, Ken Appleton, *The Clearing House*, May/June 1995. 130

Ken Appleton discusses how teachers can establish effective classroom routines for students that can reduce the occurrence of *discipline problems*. He identifies certain *rules* appropriate for various classroom routines.

25. **Waging Peace in Our Schools: Beginning with the Children**, Linda Lantieri, *Phi Delta Kappan*, January 1995. 134

Linda Lantieri describes in detail how teaching *nonviolent conflict resolution* skills to students can reduce the incidence of fighting among them. She reviews the *Resolving Conflict Creatively Program* (RCCP) being used in New York City. Nonviolent conflict resolution programs are being implemented in many American school systems.

26. **How to Create Discipline Problems**, M. Mark Wasicsko and Steven M. Ross, *The Clearing House*, May/June 1994. 137

The authors identify 10 *classroom management* teacher attitudes that sustain *discipline problems* and describe 10 essential teacher behaviors that contribute to the *prevention of discipline problems*. This is a concise summary of basic steps that teachers can take to improve their classroom management skills.

27. **A Lesson Plan Approach for Dealing with School Discipline**, John R. Ban, *The Clearing House*, May/June 1994. 141

John Ban provides some very interesting ideas on "proactive discipline" and how teachers can incorporate *classroom management* skills into their instructional activities. He proposes that teachers plan student lessons that specifically convey proper standards of conduct and that actively involve students in open discussion of classroom rules.

- Overview 144

28. **Challenging the Myths about Multicultural Education**, Carl A. Grant, *Multicultural Education*, Winter 1994. 146

Carl Grant identifies and discusses six myths about the nature and purposes of *multicultural education*.

29. **Time to See, Tell, and Do about Bigotry and Racism**, Michael L. Fischler, *Education*, Winter 1993. 151

The author argues that incidents of *bigotry and racism* are occurring at an alarming rate in American schools and colleges. He contends that these incidents are surface manifestations of widely held racist views in society.



Unit 7

Serving Special Needs and Concerns

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

30. **Turning Points Revisited: A New Deal for Adolescents**, 153
 Fred M. Heckinger, *Carnegie Quarterly*, Spring 1993.
 Fred Heckinger summarizes the findings and recommendations of a major study that examines the social *crisis* being experienced by many of *America's adolescents*. The study, underwritten by the Carnegie Corporation, is the product of several years of research and contains clear recommendations for schools as to how they can improve *educational and social opportunity structures* for *America's adolescents*.
31. **The Canon Debate, Knowledge Construction, and Multicultural Education**, James A. Banks, *Educational Researcher*, June/July 1993. 163
 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.
32. **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. 174
 Marian Wright Edelman addresses the *need for a greater multicultural focus* in education. She argues that students need to set as a fundamental goal a will to serve themselves and their communities well.
33. **The AAUW Report: How Schools Shortchange Girls**, 177
American Association of University Women Report, 1992.
 This overview of the executive summary report of the American Association of University Women's (AAUW) 1991 national poll on the status of girls in U.S. schools contends that there is still much work to be done in ensuring *equality of educational opportunity* for female students. This summary relates gender issues in schooling to racial, ethnic, and socioeconomic factors, and it presents 40 recommendations for dealing with gender issues in schools.
- Overview 182
34. **Home Sweet School**, Nancy Gibbs, *Time*, October 31, 1994. 184
 This article reports on some of the challenges faced by three American families involved in *home schooling*. Home schooling is becoming more popular as an alternative to traditional public and private modes of schooling.
35. **Year-Round School: The Best Thing Since Sliced Bread**, Elaine Warrick-Harris, *Childhood Education*, Annual Theme Issue, 1995. 186
 This article explains how a *year-round school* was adopted in North Carolina. Elaine Warrick-Harris reviews the advantages and disadvantages for school districts, teachers, and students.
36. **Blackboard Bungle**, Leon Lederman, *The Sciences*, January/February 1995. 192
 A Nobel laureate in physics and active educator of teachers of science and mathematics argues that the educational system in the United States cannot heal its own problems. There must be *professional* intervention to improve the quality of American schools at this time, which must be evolutionary, systemic, and sustained.
37. **The Commercialization of Youth: Channel One in Context**, Ellen Wartella, *Phi Delta Kappan*, February 1995. 196
 Ellen Wartella discusses the vigorous debate that has emerged over *Channel One news broadcasting* in American public schools. She traces the efforts to target *youth markets in the United States*.



Unit 8

The Profession of Teaching Today

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

38. **Enhancing K-12 Economic Education with Contemporary Information Resources**, Fred M. Carr, *The Clearing House*, July/August 1994. 200
 Fred Carr surveys currently available sources of information on *economic education*. He gives a brief background on the movement to provide economic education in schools in the United States and points out how these sources can be used by teachers in their classrooms.
39. **Violence as a Public Health Issue for Children**, Joycelyn Elders, *Childhood Education*, Annual Theme Issue, 1994. 206
 Joycelyn Elders, the former surgeon general of the United States, describes the high rate of social violence and the public health consequences of *violence on children* in the United States. She calls for *comprehensive school health programming* to help students avoid becoming victims of violent social behavior.
40. **Blowing up the Tracks**, Patricia Kean, *The Washington Monthly*, January/February 1993. 209
 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.
41. **Everyone Is an Exception: Assumptions to Avoid in the Sex Education Classroom**, Mary M. Krueger, *Phi Delta Kappan*, March 1993. 213
 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 behaviors.
- Overview 216
42. **Reflection and Teaching: The Challenge of Thinking Beyond the Doing**, Peggy Raines and Linda Shadiow, *The Clearing House*, May/June 1995. 218
 The authors make the distinction between problem solving and *"problem setting" in teaching*. They discuss "reflective practice" in teaching and support the idea that teachers need to evaluate their thoughts about their own professional practice. Their ideas about *reflective professional practice* are derived from the work of John Dewey, Donald Schon, Henry Giroux, and others.
43. **Phase II: Implementing a Design for Learning**, Ian Elliot, 222
Teaching K-8, November/December 1994.
 Ian Elliot describes the teaching-learning conditions and atmosphere at the Elizabeth Street Learning Center in Los Angeles, California. The center is sponsored by the New American Schools Development Corporation (NASDC) and is part of a project to *"re-invent" the American school*.
44. **Toward Lives Worth Sharing: A Basis for Integrating Curriculum**, William H. Schubert, *Educational Horizons*, 227
 Fall 1994.
 William Schubert presents his basic *philosophy of the origins of curriculum* and its integration with our concerns for evaluation of the quality of life. He describes his understanding of the concept of *integrated curriculum*.
45. **About Instruction: Powerful New Strategies Worth Knowing**, Preston D. Feden, *Educational Horizons*, Fall 233
 1994.
 The author describes several advances in the *knowledge base on teaching* and some innovative concepts about *instruction* that have been developed by *cognitive scientists*.



Unit 9

A Look to the Future

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

46. **Cultural Revolution**, Paula Evans, *Teacher Magazine*, 239
January 1995.
Paula Evans discusses what *professional development programs* for teachers should accomplish. She believes that teachers should be intellectually challenged and argues that many educators have not been pushed intellectually. Evans identifies six factors in fostering the professional development of educators.
47. **How to Make Detracking Work**, Richard S. Marsh and 241
Mary Anne Raywid, *Phi Delta Kappan*, December 1994.
The intense controversy surrounding the *tracking* of students in schools, especially middle schools and high schools, is examined in this article. The authors identify at least eight inequalities in the treatment of students that occur when students are tracked according to ability. Successful efforts to detrack schools is also addressed.
48. **Challenges to the Public School Curriculum: New Targets and Strategies**, Martha M. McCarthy, *Phi Delta Kappan*, September 1993. 245
Martha McCarthy examines some of the political and *social pressures on schools* and teachers. She focuses on new forms of *mentorship* efforts by various interest groups seeking to block the teaching of certain school curriculums and discusses the implications of these efforts and how they can compromise the breadth and depth of school learning objectives across the United States.
- Overview 250
49. **A Philosophy of Education for the Year 2000**, Jane Roland Martin, *Phi Delta Kappan*, January 1995. 252
Jane Roland Martin introduces an argument that educators need to develop a moral focus in schooling that will assist students in developing more caring *philosophies of life*. In the near future, American educators will have to address the "domestic vacuum" in the lives of American children caused by radical changes in American domestic life. Schools need to be places where children can experience love and affection and feel safe and secure.
50. **Preparing for the 21st Century: The EFG Experiment**, 256
Joel A. Barker, *Educational Horizons*, Fall 1994.
Joel Barker describes a school curriculum to help students face the future realities of life on Earth. The curriculum focuses on three main educational concerns: (1) *environmental* and *ecological concerns*; (2) *future studies*; and (3) *global educational issues*.
51. **Searching for Terms**, Rick Wilber, *The World & I*, May 261
1994.
Rick Wilber presents a fascinating essay on the many new *learning technologies* that are or will soon be available to teachers. These technologies, he explains, will effect a major breakthrough in how teachers present information and will revitalize the "classroom" concept. This access to incredible stores of knowledge using computer, satellite, and CD-ROM networks will profoundly affect the issue of literacy itself.
52. **The Plug-In School: A Learning Environment for the 21st Century**, David Pesanelli, *The Futurist*, September/October 1993. 269
David Pesanelli describes the incredible technologies now developing that will enable learning to take place *anywhere* and *whenever* we desire. He argues that in the very *near future* this new "plug-in" format of schooling will revolutionize our schools, workplaces, lifestyles, and even our home life.
- Index 273
Article Review Form 276
Article Rating Form 277