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Historical Perspectives of Education

LEARNING OUTCOMES

After reading and studying this chapter, you should be able to:

1. List and detail several of the most important changes that have been made in the U.S. educational system during the past half century. (InTASC 1–10)
2. Explain the major changes in the evolution of the teaching profession. (InTASC 9 and 10: Professional Responsibility)
3. Discuss the development of the major aims of American education. (InTASC 1–10)
4. Explain the evolution of teacher training in colonial America and the United States. (InTASC 9 and 10: Professional Responsibility)
5. Name some of the important major historical trends in American education. (InTASC 1–10)
6. Decide, explain, and defend the degree to which you believe it is possible to know, understand, and profit from the history of education. (InTASC 1–10)

EDUCATION in the NEWS

HISTORY OF THE FEDERAL ROLE IN EDUCATION

The original U.S. Department of Education was created in 1867 to collect information on schools and teaching that would help the states establish effective school systems. While the agency's name and location within the Executive Branch have changed during the past 145 or so years, this early emphasis on getting information on what works in education to teachers and education policy makers continues to the present day.

The passage of the Second Morrill Act in 1890 gave the then-named Office of Education responsibility for administering support for the original system of land-grant colleges and universities. Vocational education became the next major area of federal aid to schools with the 1917 Smith-Hughes Act and the 1946 George-Barden Act focusing on agricultural, industrial, and home economics training for high school students.

World War II led to a significant expansion of federal support for education. The Lanham Act in 1941 and the Impact Aid laws of 1950 eased the burden on communities affected by the presence of military and other federal installations by making payments to school

districts. And in 1944, the "GI Bill" authorized postsecondary education assistance that would ultimately send nearly 8 million World War II veterans to college.

The Cold War stimulated the first example of comprehensive federal education legislation when in 1958 Congress passed the National Defense Education Act (NDEA) in response to the Soviet launch of the *Sputnik* satellite. To help ensure that highly trained individuals would be available to help America compete with the Soviet Union in scientific and technical fields, the NDEA included support for loans to college students; the improvement of science, mathematics, and foreign language instruction in elementary and secondary schools; graduate fellowships; foreign language studies; and vocational-technical training.

The antipoverty and civil rights laws of the 1960s and 1970s brought about the dramatic emergence of the Department of Education's equal-access mission. The passage of laws such as Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, which

prohibited discrimination based on race, sex, and disability, respectively, made civil rights enforcement a fundamental and long-lasting focus of the Department of Education. In 1965, the Elementary and Secondary Education Act launched a comprehensive set of programs, including the Title I program of federal aid to disadvantaged children, to address the problems of poor urban and rural areas. In that same year, the Higher Education Act authorized assistance for postsecondary education, including financial aid programs for needy college students.

In 1980, Congress established the Department of Education as a cabinet-level agency. Today, the Department of Education operates programs that touch on every area and level of education. The department's elementary and secondary programs annually serve more than roughly 14,000 school districts and some 56 million students

attending more than about 97,000 public schools and roughly 28,000 private schools. Department programs also provide grant, loan, and work-study assistance to nearly 11 million postsecondary students.

QUESTIONS FOR REFLECTION

1. What is your reaction to, and evaluation of, the evolution of the role of our federal government in education?
2. What do you believe were some of the reasons our federal government became involved in education matters?
3. How would you evaluate the current federal government's involvement in education?

Source: Adapted from *The Federal Role in Education*, Washington, DC: U.S. Department of Education. Retrieved January 30, 2009, from www.ed.gov/about/overview/fed/role.html.

MORE STUDENTS AND BIGGER SCHOOLS

Many dramatic changes have occurred in education in the United States during the past half century. Examples of these rapid and often controversial changes that represent various perspectives will be briefly discussed in this chapter. The big historical ideas presented in this chapter are:

1. The phenomenal change and growth in both the size and complexity of U.S. educational establishments
2. The tremendous new demands and expectations being placed on our schools and teachers by the current information age
3. The major, as-yet-unsolved challenge to our society and to our schools to provide excellent equal educational opportunities to all students
4. An understanding that the history of education is of very practical value in helping contemporary educators improve education

Enrollment Growth

Perhaps the single most dramatic change that has occurred in education during the past half-century is the sheer expansion in size of the educational enterprise. The total number of public school students in the United States has about doubled during this time. Although part of this rapid growth in school enrollment was attributable to overall population growth, a good part was due to the fact that greater percentages of people were going to school. Furthermore, people were staying in school much longer, as shown by the almost doubled enrollment in higher education.

Need for More Schools

As school enrollment dramatically increased, the need for new classrooms and buildings to house these students also increased. This need for new schools was generally concentrated in cities and suburbs. In fact, because of increased busing, school district consolidation, and shifting populations, some smaller rural schools were no longer needed whereas more densely populated areas saw a drastic shortage of classrooms. Many schools had to resort to temporary mobile classrooms. Other strategies for coping with classroom shortages included larger classes; split scheduling that started some classes very early in the day and others very late; and classes held in a variety of makeshift areas such as gymnasiums, hallways, and storage closets. Many schools also rented additional space in nearby buildings. Fortunately, over time, taxpayers were generally willing

to approve the necessary bond referendum to provide the needed additional schools during this period of rapid growth in student enrollment.

Need for More Teachers

Naturally, this surge in student enrollment required many additional teachers, and at times colleges simply could not produce enough. To alleviate this situation, states lowered teacher certification requirements—sometimes to the point at which no professional education training was required at all. Over time, however, the nation managed to meet the demand for more and better trained teachers.

As one would expect, dealing with the increased numbers of students and teachers required a great deal more money. In addition to more school buildings, more buses had to be purchased, more books and other instructional materials had to be obtained, more school personnel had to be hired—more of everything was required to provide education to the burgeoning school population.

School District Consolidation

The consolidation of school districts is another notable administrative trend during the past seventy-five years. The number of separate school districts was reduced from 117,000 in 1940 to roughly about 14,000 today. There was a corresponding decline in the number of one-teacher schools over this same period.

Growth of Busing

Both the number and the percentage of students who are bused to school have increased considerably during the past seventy-five years, as have the total cost and per-pupil cost of busing. In addition to the general busing of students necessitated by school district consolidation, integration efforts have often involved busing students away from their neighborhood schools. Busing students to school is still a big operation for the U.S. educational enterprise. It is estimated that about 60 percent of all students are bused to school by about 450,000 school buses.

Bigger School Budgets

Educational growth has driven the nation's public education costs to record heights. This rapid historical increase is illustrated by noting that the approximate cost of public education was \$2 billion in 1940, \$5 billion in 1950, \$15 billion in 1960, \$40 billion in 1970, \$97 billion in 1980, and \$208 billion in 1990. Even if the figures are corrected for inflation, public education has become considerably more expensive: The percentage of the gross domestic product spent on education had risen from 3.5 percent in 1940 to 7 percent by 1980 (U.S. Department of Commerce, 1982, p. 23). More recent statistics on the cost of education are available on the Web.

Rapid Curricular Growth and Changes

As society has become more complex and as enrollments have increased and schools have grown larger, more diverse curricula and programs have been developed in U.S. schools. This rapid growth of programs places a great deal of work and pressure on teachers, school administrators, and school boards.

Curricular growth, like most change, was the result of an accumulation of many smaller events. One such event was the publication in 1942 of the report of the Progressive Education Association's Eight-Year Study (1932–1940) of thirty high schools. The study showed that



Source: Library of Congress

This is one of thousands of one-room schools, constructed with whatever material was available, established to educate rural children during the westward movement in America.

students attending “progressive” schools achieved as well as students at traditional schools. This report helped to create a climate that was more hospitable to experimentation with school curricula and teaching methodologies. The publication of a series of statements on the goals of U.S. education (the “Purposes of Education in American Democracy” (Educational Policies Commission (EPC), 1938), the “Education for All American Youth” (EPC, 1944), and the “Imperative Needs of Youth” (EPC, 1952)) helped broaden our schools’ curricular offerings.

In 1958, shortly after the Soviet Union launched *Sputnik*, the world’s first artificial satellite, Congress passed the National Defense Education Act (NDEA). This act provided a massive infusion of federal dollars to improve schools’ science, mathematics, engineering, and foreign language programs. Eventually, innovative curricula such as SMSG mathematics, BSCS biology, and PSCS physics grew out of these programs. Other school programs, such as guidance, were later funded through the NDEA. Note that in the case of the NDEA, the federal government called on the schools to help solve what was perceived to be a national defense problem. Regardless of the motive, the NDEA represented another milestone that contributed significantly to the growth of the U.S. educational enterprise.

If one were to compare today’s school curriculum with that of any school seventy-five years ago, one would find impressive changes. The 1940 curriculum was narrow and designed primarily for college-bound students whereas today’s curriculum is broader and designed for students of all abilities. This growth in the school curriculum has come about through the dedicated work of many educators and represents one of the truly significant accomplishments in U.S. education.

Growth of Special Education Programs

Perhaps curriculum growth is best illustrated in the area of special education. Public schools historically did not provide special education programs for children with disabilities; rather, they simply accommodated such children as best they could, usually by placing them in regular classrooms. Teachers had little or no training to help them understand and assist the child with special needs. In fact, a half-century ago, relatively little was known about common disabilities.

Not until the federal government passed a series of laws during the later twentieth century—including Public Law 94-142, the Education for All Handicapped Children Act—did schools begin to develop well-designed programs for students with disabilities. These new special education programs required teachers who had been trained to work with students with visual or hearing impairments, students with behavior disorders, and students with a range of other exceptionalities. States and colleges then developed a wide variety of teacher-training programs for special educators.

JOURNAL FOR REFLECTION 3.1

1. Interview a retired teacher about the educational changes she or he has observed over a lifetime and about the use of technology in schools.
2. Ask what advice this retired educator has for beginning teachers today and record the answers.



CHECK YOUR UNDERSTANDING 3.1

Complete Check Your Understanding 3.1 to gauge your understanding of the concepts in this section.

MORE CHANGES, CHALLENGES, AND PERSPECTIVES

In the following pages, we will briefly explore the increasing complexities of educational systems in the United States and then look at some of the recent developments that have contributed to the professionalization of the field of education.

Increasing Federal Involvement

As shown in the “Education in the News” feature at the beginning of this chapter, our federal government has played an increasingly important role in education over the years. Policy makers at

the federal level have provided funds for specific education programs and have passed many laws and regulations pertaining to schools. Presidents have created programs and regulations affecting schools, and federal courts have handed down decisions that have had great ramifications for our schools. And various federal agencies have created programs and regulations for our schools. You can find much more contemporary information on the federal role in education, school law, educational politics, and school finance later in this book and on the Web.

The 1940s saw the nation at war, which provided the impetus for the federal government to pass a number of laws that affected education. The Vocational Education for National Defense Act was a crash program to prepare workers needed in industry to produce goods for national defense. The program operated through state educational agencies and trained more than 7 million workers. In 1941, the Lanham Act provided funds for building, maintaining, and operating community facilities in areas where local communities had unusual burdens because of defense and war initiatives.

GI BILL. The federal government recognized a need to help young people whose careers had been interrupted by military service. The GI Bill of 1944 helped to provide education of veterans of World War II, and later similar bills assisted veterans of the Korean, Vietnam, and other conflicts. These federal acts afforded education to more than 10 million veterans at a cost of almost \$20 billion. Payments were made directly to veterans and/or to the colleges and schools the veterans attended.

The initial cost of these acts amounted to a wonderful national investment because the government was repaid many times over by the increased taxes eventually paid by veterans who received this financial aid and later were employed.

NATIONAL SCIENCE FOUNDATION. The National Science Foundation, established in 1950, emphasized the need for continued support of basic scientific research. It was created to “promote the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense; and for other purposes” (*The NSF Statutory Mission, National Science Foundation, 1950.*) The Cooperative Research Program of 1954 authorized the U.S. commissioner of education to enter into contracts with universities, colleges, and state education agencies to carry on educational research.

CATEGORICAL FEDERAL AID. Beginning in 1957, when the first Soviet space vehicle was launched, the federal government further increased its participation in education. The NDEA, the Vocational Education Act of 1963, the Manpower Development and Training Act of 1962, the Elementary and Secondary Education Act of 1965, and the International Education Act of 1966 are examples of increased federal participation in educational affairs. Federally supported educational programs such as Project Head Start, the National Teacher Corps, and Upward Bound are further indications of such federal participation in education.

All of these acts and programs have involved categorical federal aid to education—that is, aid for specific uses. Some people believe that the federal influence on education has recently been greater than either state or local influence. There can be no denying that through federal legislation, U.S. Supreme Court decisions, and federal administrative influence, the total federal effect on education is indeed great. Indications are that this effect will be even more pronounced in the future. It will remain for historians to determine whether this trend in U.S. education is a beneficial one.

THE STRUGGLE FOR EQUAL EDUCATIONAL OPPORTUNITY. The past half century has also been characterized by an increasing struggle for **equal educational opportunity** for all children regardless of race, creed, religion, or gender.

This struggle was initiated by the African American activism movement, given additional momentum by the women’s rights movement, and eventually joined by many other groups such as Hispanic Americans, Native Americans, and Asian Americans. Other chapters of this book will discuss the details of this relatively recent quest for equal educational opportunity. We mention the need for equal educational opportunity briefly at this point simply to emphasize that the struggle for it represents an important but often under-recognized recent historical movement in education. Today, many observers are pointing out that with the accelerated growth of minority subcultures within this nation, our economic and political survival depends to a great degree on educational opportunities and achievement for all segments of U.S. society.

Equal educational opportunity: Access to a similar education for all students, regardless of their cultural background or family circumstances.

NCLB & ESSA. Two of the federal government's more recent major efforts to improve education and to help children learn are the sweeping laws commonly referred to as No Child Left Behind (NCLB) and its more recent replacement, the Every Student Succeeds Act (ESSA). While the goals of these laws are admirable, they have been widely criticized, especially by the education profession. Examples of this criticism are that (1) sufficient funds have not been made available to effectively implement the law, (2) the mandated testing required by the laws is not sufficiently valid or reliable and are too time consuming, and (3) these laws and required testing do not take into account the extremely varied abilities of students. The more recent, currently effective, ESSA will be discussed in more detail elsewhere in this book. The accompanying "Perspectives on Diversity" feature pertaining to student testing presents a thought-provoking challenge for a hypothetical teacher.

The Professionalization of Teaching

Formal teacher training is a relatively recent historical phenomenon. Teacher-training programs were developed during the late nineteenth century and the first half of the twentieth century. By the midpoint of the twentieth century, each state had established teacher certification requirements. Since then, teacher training and certification have been characterized by a "refinement" or "professionalization" movement.

In addition to teacher education, this professionalization movement has touched just about all facets of education: curriculum, teaching methodology, training of school service personnel (administrators, counselors, librarians, and media and other specialists), in-service teacher training, teacher organizations, and even school-building construction. To understand clearly this professionalization movement, one need only compare pictures of an old one-room country school with a modern school building, read both a 1940 and a current publication of the American Federation of Teachers or National Education Association, contrast a mid-twentieth-century high school curriculum with one from today, or compile a list of the teaching materials found in a 1940 school and a similar list for a typical contemporary school.

PERSPECTIVES on DIVERSITY

Testing Students

Because Dwayne has a learning disability, he is eligible for a special accommodation for the state tests that are conducted annually. Annette Beckett, a new teacher, has agreed to serve as the writer for the fourth grader during the next round of state assessments. She feels comfortable with this assignment because she had a dual elementary and special education major even though she is currently teaching in a second-grade classroom that does not have any students with disabilities. She also participated in an online training program for faculty who would be serving in this role for English-language learners and students with disabilities. She felt ready for the assignment.

During the test, Ms. Beckett sat next to Dwayne so that she could read to him from his test booklet. The process was working well. When they reached the section on comprehension, she read the passage, followed by the questions and possible answers from which Dwayne would have to choose. She paused to provide him time to respond. Dwayne, however, says, "Ms. Beckett, I didn't understand it. Please read it again."

Ms. Beckett thinks, "Does he really want me to read the whole passage again? He probably only needs to hear the middle section to respond to the question."

WHAT IS YOUR PERSPECTIVE?

1. If you were in Ms. Beckett's position, what would you do? Check the Web to find what you are required to do as the teacher providing the accommodation that Dwayne needs. What did you learn?
2. Could, and should, teachers or test prompters guide students to the correct answers? What might happen to a teacher who provided inappropriate assistance to a student?
3. What is the purpose of the annual testing of student achievement? Do you agree with these purposes, and why or why not?
4. Why are many teachers and parents concerned about the annual testing requirements?

It is the concerted opinion of the authors of this book, as well as other educators, that educators have, for a long time, clearly been members of a true and proud profession, fully as much as any other profession. We sincerely congratulate you on your considering to join this true and proud profession. We also wish you good luck and success on your educational journey.

Continued Importance of Private Schools

Nearly all early schools in colonial America were private, and religion was the main purpose of education at that time. Children were taught to read primarily so that they could study the Bible, and most early colleges were private and existed primarily to train ministers.

As the public school system developed, however, the religious nature of education gradually diminished to the point that relatively few U.S. children attended religious schools. There have always been certain religious groups, however, that have labored to create and maintain their own private schools so that religious instruction could permeate all areas of the curriculum. The most notable of these religious groups has long been the Roman Catholic Church. During the past twenty-five years, though, enrollment in non-Catholic religious schools has grown dramatically, whereas Catholic school enrollment has declined somewhat.

Despite this recent trend, some Roman Catholic dioceses operate extremely large school systems, sometimes larger than the public school system in the same geographical area. One example is the Chicago archdiocese, which operates one of the largest Roman Catholic school systems in the United States.

With rare exceptions, private and parochial schools struggle to raise the funds they need to exist. They typically must charge a tuition fee, rely on private contributions, and conduct various fund-raising activities to do so. In recent years, some school districts have made tuition vouchers available to parents who choose not to send their children to public schools.

Home Schooling

Many years ago, with few exceptions, the only parents who taught their children at home were those who lived so far from a school that it was impossible for their children to attend. In the past several decades, however, a growing number of parents have been choosing to educate their children at home—at least through the elementary grades and sometimes even through high school. The motivation for **home schooling** varies, but often it stems from a concern that children in the public schools may be exposed to problems such as drugs, alcohol, smoking, or gangs.

Other parents have religious motives, wanting their children to be taught in a particular religious context. Still other parents, who may have had bad experiences with public schools, simply feel they can provide a better education for their children at home. Recent laws and court cases have generally upheld the right within certain parameters of parents to educate their children if they choose to do so. The number of parents providing home schooling has grown each year in the last decade. A recent development among a minority of those who home school is a philosophy sometimes referred to as *unschooling* or *non-schooling*, in which parents provide no formal instruction but allow their children to learn through whatever they naturally do. As one would expect, there are many different perspectives on the value of home schooling in our society.

Continuing/Adult Education

Many forms of education for adults have existed for at least two centuries in this country. Shortly after the United States became a nation, the need to help new immigrants learn English caused schools, churches, and various groups to offer English language instruction; factories found a need to offer job and safety training; churches taught adult religious instruction; and so forth. The New York public schools, as well as many other large school systems, developed extensive English language programs as well as adult vocational programs for people who were unemployed. Adult education took a great variety of forms and quickly grew into a vast network of programs dealing with nearly all aspects of life in the United States.

An example of a large early adult education development can be found in the Chautauqua movement at Lake Chautauqua, New York. Started in 1874 by the Methodist Sunday school, this adult education effort expanded to include correspondence courses, lecture classes, music

Home schooling: Teaching children at home rather than in formal schools.

education, and literary study on a wide variety of subjects throughout the eastern part of the nation.

Public schools increasingly offered adult education classes during the nineteenth century. Some of the larger public school systems, such as the one in Gary, Indiana, developed adult educational programs with an emphasis on vocational and technical training. Gradually, nearly all schools serving rural areas developed adult agricultural education programs to improve farming methods.

In 1964, the Economic Opportunity Act provided adult basic education funding to help adults learn to read and write. Since that time, there has been a proliferation of continuing/adult education programs of all types throughout the United States. These programs serve an increasingly important purpose in our rapidly changing society, helping adults meet the challenges they face. They help new immigrants learn the English language, provide job training for people who are unemployed, update job skills, teach parenting skills, enable people to move to higher level employment, help people explore new hobbies, provide enrichment programs for retired folks, and generally make the world of education available to nearly all citizens regardless of age. The exploding popularity of the Elderhostel programs (as they were then called) and other activities now offered for senior citizens and the crowded evening parking lots at high schools and colleges throughout the country attest to the popularity and success of continuing/adult education programs. In the future, as the world becomes increasingly complex and as more people remain active and healthy in old age, we predict that such adult/continuing education programs will continue to grow. You will likely have opportunities to eventually teach and/or enroll in such programs, as many teachers now do.

Evolution of Educational Testing

Educators have undoubtedly attempted to measure and assess student learning from the very beginning of formal education. However, it is only in the last sixty years that educational assessment has taken on vastly more importance, to the point in contemporary education that many feel that assessment has become the proverbial “tail that wags the dog” in education decision making. Let’s briefly review this recent evolution of educational assessment.

Many historians suggest that the increased attention given to educational testing in the past sixty years was sparked by James Conant, who had become president of Harvard University in 1933. Conant and his colleagues were influenced by the developments in mental ability testing done by Alfred Binet in France and by Lewis Terman in the United States, which were first used extensively by the U.S. Army to test recruits.

Conant seized on a relatively new test called the Scholastic Aptitude Test (SAT), developed by Carl Bright at Princeton University, as a way to assess a student’s potential for success at Harvard. He also helped to create a new organization, called the Educational Testing Service (ETS), which became—and remains—one of the major powers in the educational assessment area. By the 1960s, more than a million high school students were taking the SAT, which most colleges used as one criterion for admission.

Many so-called standardized tests have been developed during the past sixty years in an attempt to measure different kinds of aptitude, learning, motivation, and virtually every aspect of education. These standardized tests have come under much criticism from many educators, parents, and others who question their fairness and accuracy. Even so, they continue to be heavily used today.

Educators have faced increasing pressure in recent years to develop improved ways to assess student learning. Much of this pressure has come from taxpayers, government, and the industrial world, often in the form of a demand for greater accountability. Most states have implemented a required system of achievement testing. The results of these achievement tests are commonly used to evaluate and compare schools—a controversial and unfair practice, according to many educators. Although highly debatable, the results of these tests are even sometimes used as one criterion for funding schools and for teacher salaries. You may likely be involved in this debate at some time during your educational career.

In fact, while agreeing that accurate educational assessment is absolutely essential to the educational enterprise, a growing number of educators are questioning many aspects of the increasing emphasis on educational assessment. This important topic will be discussed in various

places throughout the text. Suffice it to point out here that educational assessment has grown rapidly and taken on increasing importance, for better or worse, in the past sixty years.



CHECK YOUR UNDERSTANDING 3.2

Complete Check Your Understanding 3.2 to gauge your understanding of the concepts in this section.

CHANGING AIMS OF EDUCATION

The aims of education in the United States have reflected changing perspectives on education over the years. During colonial times, the overriding aim of education at all levels was to enable students to read and understand the Bible, to gain salvation, and to spread the gospel.

After the colonies won independence from England, educational objectives—such as providing U.S. citizens with a common language, attempting to instill a sense of patriotism, developing a national feeling of unity and common purpose, and providing the technical and agricultural training the developing nation needed—became important tasks for the schools.

Committee of Ten

In 1892, a committee was established by the National Education Association (NEA) to study the function of the U.S. high school. This committee, known as the **Committee of Ten**, made an effort to set down the purposes of the high school at that time and made the following recommendations: (1) High school should consist of grades 7 through 12; (2) courses should be arranged sequentially; (3) students should be given very few electives in high school; and (4) one unit, called a Carnegie unit, should be awarded for each separate course that a student takes each year provided that the course meets four or five times each week all year long.

The Committee of Ten also recommended trying to graduate high school students earlier to permit them to attend college sooner. At that time, the recommendation implied that high schools had a college preparatory function. These recommendations became powerful influences in shaping secondary education.

Seven Cardinal Principles

Before 1900, teachers had relatively little direction in their work because most educational goals were not precisely stated. This problem was partly overcome in 1918 when the Commission on Reorganization of Secondary Education published the report *cardinal principles of secondary education*, usually just referred to as the *Seven Cardinal Principles*. In reality, the Seven Cardinal Principles constitute only one section of the basic principles discussed in the original text, but that is the part that has become famous. These principles stated that the student should receive an education in the following seven fields: health, command of fundamental processes, worthy home membership, vocation, civic education, worthy use of leisure, and ethical character.

The Eight-Year Study

The following goals of education, or “needs of youth,” were listed by the Progressive Education Association in 1938 and grew out of the Eight-Year Study of thirty high schools conducted by the association from 1932 to 1940:

1. Physical and mental health
2. Self-assurance
3. Assurance of growth toward adult status
4. Philosophy of life
5. Wide range of personal interests
6. Aesthetic appreciations

Committee of Ten: An historic National Education Association (NEA) committee that studied secondary education in 1892.

7. Intelligent self-direction
8. Progress toward maturity in social relations with age-mates and adults
9. Wise use of goods and services
10. Vocational orientation
11. Vocational competence.¹

“Purposes of Education in American Democracy”

Also in 1938, the Educational Policies Commission of the National Education Association set forth the “Purposes of Education in American Democracy.” These objectives stated that students should receive an education in the four broad areas of self-realization, human relations, economic efficiency, and civic responsibility.

“Education for All American Youth”

In 1944, this same commission of the NEA published another statement of educational objectives, entitled “Education for All American Youth”:

Schools should be dedicated to the proposition that every youth in these United States—regardless of sex, economic status, geographic location, or race—should experience a broad and balanced education which will;

1. equip him/her to enter an occupation suited to his abilities and offering reasonable opportunity for personal growth and social usefulness;
2. prepare her/him to assume full responsibilities of American citizenship;
3. give him/her a fair chance to exercise his right to the pursuit of happiness through the attainment and preservation of mental and physical health;
4. stimulate intellectual curiosity, engender satisfaction in intellectual achievement, and cultivate the ability to think rationally; and
5. help to develop an appreciation of the ethical values which should undergird all life in a democratic society.²

“Imperative Needs of Youth”

In 1952, the Educational Policies Commission made yet another statement of educational objectives, entitled “Imperative Needs of Youth”:

1. All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent productive participant in economic life. To this end most youth need supervised work experience as well as education in the skills and knowledge of their occupations.
2. All youth need to develop and maintain good health and physical fitness.
3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.
4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.
5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.
6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.
7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.
8. All youth need to be able to use their leisure time well and budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

¹ The Story of The Eight-Year Study With Conclusions And Recommendations, Vol 1 by the Progressive Education Association Publications Commission on the Relations of Schools and Colleges by Wilford M. Aikin. Published by Harper Brothers in 1942.

² From 1944 NEA Statement in NEA Today. Copyright © 1944 by National Education Association. Reprinted by permission of the National Education Association.

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.
10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.³

These various statements concerning educational objectives made during the last century sum up fairly well the historical aims of U.S. public education. These changing aims also show how perspectives on the purposes of education have evolved over time.

The following “Differing Perspectives” feature shows that differing perspectives on the aims of education still exist today.

DIFFERING PERSPECTIVES

IS TEACHING MANNERS A GOOD USE OF CLASSROOM TIME?

Historically, schools emphasized the teaching of manners, but schools today have tended to place less emphasis on this subject, a trend that some believe to be unfortunate.

YES

Kirk Hollinbeck teaches fourth grade at Procter Elementary in Independence, Missouri.

When children aren't taught manners at home, I believe the responsibility falls to the school. Teaching students how to respond when greeted, to say please and thank you, and to make eye contact are skills that last a lifetime. In recent years, mounting expectations, additional responsibilities, and dwindling resources have made teaching more stressful. How can we find time to teach manners and courtesy? I incorporate them into my student behavior expectations. I teach the importance of good manners and courtesy the first day and model positive behaviors all year. I teach “please” and “thank you” when I pass out pretzels or cereal for snack time. Students have two choices when I offer a snack: they can say “thank you” or “no thank you.” Mouths drop when I take the snack back because a student forgot to say “thank you.” I model courtesy through my interactions with students, colleagues, and parents. We practice how to make eye contact and discuss ways to respond when greeted.

I was surprised that many students have never been taught what to do when someone says “good morning.” When I talk with a student or another adult, my students have learned that they must wait until our conversation has finished before I will talk to them. Is teaching manners and courtesy a good use of classroom time? Do you prefer adults who are polite or rude?

NO

Carolyn Cowgill is a retired teacher from the Central Bucks School District in Doylestown, Pennsylvania.

School is a social experience, and teachers will always spend some time each day dealing with manners. However, with so many academic subjects to thoroughly introduce, discuss, and lock in (especially with testing requirements), it should not be the teacher's responsibility to teach basic manners as part of the formal curriculum. Manners should be taught at home from the time a parent begins the dialogue while feeding and diapering the baby!

Before a child enters school, caretakers, parents, or relatives need to define traditional boundaries and reward courteous interactions with others. Before starting school, children must learn patience, to consider others' space and feelings, how to communicate their needs politely, and to treat each other with kindness. If parents have done their job, teachers only need to reinforce manners in the classroom and on the playground. Most children will accept the rules at school because they have already heard them at home, and having sets of rules makes children feel safe.

Further, because children pick up somewhat different cues for manners in each unique culture, families are the best teachers of manners. When children begin school, they then have a basis for observing their classmates and teachers and adapting to appropriate classroom manners.

WHAT IS YOUR PERSPECTIVE ON THIS ISSUE?

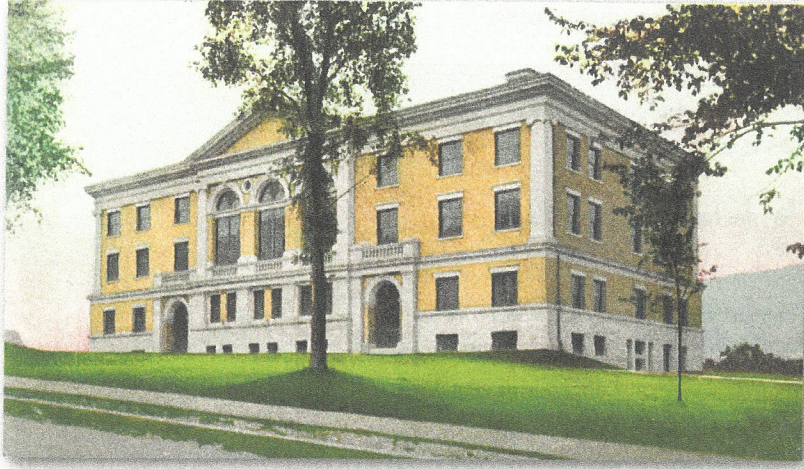
Source: “Is Teaching Good Manners a Good Use of Classroom Time?” from *NEA Today*. Copyright © 2006 by National Education Association. Reprinted by permission of the National Education Association.



CHECK YOUR UNDERSTANDING 3.3

Complete Check Your Understanding 3.3 to gauge your understanding of the concepts in this section.

³ From Educational Policies Commission 1952 in *NEA Today*. Copyright © 1952 by National Education Association. Reprinted by permission of the National Education Association.



Source: Universal Images Group North America LLC (Lake County Discovery Museum)/Alamy Stock Photo.

The first state normal school was adopted from European teacher training schools and is still standing in Lexington, Massachusetts.

called), and did some student teaching in a model school, usually operated in conjunction with the normal school. The subjects offered by a normal school in Albany, New York, in 1845 included English grammar, English composition, history, geography, reading, writing, orthography, arithmetic, algebra, geometry, trigonometry, human physiology, surveying, natural philosophy, chemistry, intellectual philosophy, moral philosophy, government, rhetoric, theory and practice of teaching, drawing, music, astronomy, and practice teaching.

Horace Mann was instrumental in establishing the first state-supported normal school, which opened in 1839 in Lexington, Massachusetts. Other public normal schools, established shortly afterward, also typically offered a two-year teacher-training program. Some of the students came directly from elementary school; others had completed secondary school. Some states did not establish state-supported normal schools until the early 1900s.

State Teachers' Colleges

During the early part of the twentieth century, several factors caused a significant change in normal schools. For one thing, as the population of the United States increased, so did the enrollment in elementary schools, thereby creating an ever-increasing demand for elementary school teachers. Likewise, as more people attended high school, more high school teachers were needed. To meet this demand, normal schools eventually expanded their curriculum to include secondary teacher education. The growth of high schools also created a need for teachers who were highly specialized in particular academic subjects, so normal schools gradually established subject matter departments and developed more diversified programs. The length of the teacher education program was expanded to two, three, and finally four years; this longer duration fostered development and diversification of the normal school curriculum. The demand for teachers increased from about 20,000 in 1900 to more than 200,000 in 1930, only thirty years later.

The United States gradually advanced technologically to the point at which more college-educated citizens were needed. The normal schools assumed a responsibility to help meet this need by establishing many other academic programs in addition to teacher training. As normal schools extended their programs to four years and began granting baccalaureate degrees, they also began to call themselves *state teachers' colleges*. For most institutions, the change in name took place during the 1930s.

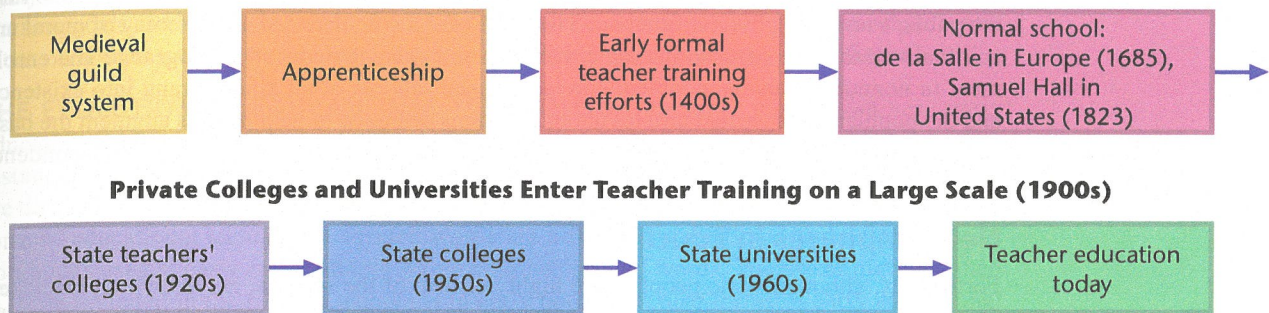
Changes in Mid-Twentieth-Century Teacher Education

Universities entered the teacher preparation business on a large scale around 1900. Before then, some graduates of universities had become high school teachers or college teachers, but not until about 1900 did universities begin to establish departments of education and add a full range of teacher education programs to the curriculum.

Just as the normal schools expanded in size, scope, and function until they became state teachers' colleges, so the state teachers' colleges expanded to become state colleges. This change in name and scope took place for most institutions around 1950. The elimination of the word *teacher* really explains the story behind this transition. The new *state colleges* gradually expanded their programs beyond teacher education and became multipurpose institutions. One of the main

Hall's school did not produce many teachers, but it did signal the beginning of formal teacher training in the United States.

The early normal school program usually consisted of a two-year course. Students typically entered the normal school right after finishing elementary school; most normal schools did not require high school graduation for entrance until about 1900. The nineteenth-century normal school curriculum was much like the curriculum of the high schools of that time. Students reviewed subjects studied in elementary school, studied high school subjects, had a course in teaching (or "pedagogy," as it was then

FIGURE 3.2 Evolution of Teacher Preparation Institutions

reasons for this transition was that a growing number of students coming to the colleges demanded a more varied education. The state teachers' colleges developed diversified programs to try to meet students' demands.

Many of these state colleges later became state universities, offering doctoral degrees in a wide range of fields. Some of our largest and most highly regarded universities evolved from normal schools. Figure 3.2 diagrams the evolution of U.S. teacher preparation institutions.

Obviously, developing our teaching profession has been a long and difficult task. Preparation of teachers has greatly improved over the years from colonial times—when anyone could be a teacher—to the present, when people (only the best and the brightest) such as you must meet rigorous requirements for permanent teacher certification.

JOURNAL FOR REFLECTION 3.2

1. Describe and evaluate a learning experience you remember from early in your own school days.
2. What made the experience memorable, and what role did the teacher play in the learning process?



CHECK YOUR UNDERSTANDING 3.4

Complete Check Your Understanding 3.4 to gauge your understanding of the concepts in this section.

RECENT TRENDS IN EDUCATION

Education experienced major changes and a wide variety of perspectives following World War II as John Dewey, George Counts, William Bagley, W. W. Charters, Lewis Terman, and other intellectuals who had held sway during the first half of the twentieth century yielded to a somewhat less philosophically oriented breed of researchers represented by Abraham Maslow, Robert Havighurst, Benjamin Bloom, J. P. Guilford, Lee Cronbach, Jerome Bruner, Marshall McLuhan, Noam Chomsky, and Jean Piaget.⁷ The Progressive Education Association closed its doors, and a series of White House conferences on children, youth, and education were inaugurated in an attempt to improve education.

No school system on earth has been scrutinized, analyzed, and dissected as profoundly and as mercilessly as that in the United States. From the late 1940s to the mid-1950s, educational institutions at all levels were not only flooded with unprecedented numbers of students but also censored and flailed unmercifully by self-ordained critics (including Hyman Rickover, Arthur Bestor, and Rudolph Flesch, to name just a few). In retrospect, this frantic rush to simultaneously patronize and criticize the institution seems a curious contradiction. The public schools were

⁷ We thank Dr. Donald Barnes for many of the ideas presented in this section.

characterized as godless, soft, undisciplined, uncultured, wasteful, and disorganized. Critics who remembered the high failure rates on tests given to World War II draftees were determined to raise the public's levels of physical fitness and literacy; others who detected a weakening of moral and spiritual values were eager to initiate citizenship and character education programs. The enrollment in nonpublic schools doubled, correspondence schools of all kinds sprang into existence, and the popular press carried articles about programs designed to help parents augment the basic skills taught within the school program. In 1955, there were an estimated 450 correspondence schools serving 700,000 students throughout the country.

New Emphases in Education

Fortunately, although some people were highly critical of the schools, not everybody panicked. There were physical fitness programs, character education projects, a general tightening of educational standards, and much more. J. P. Guilford, E. Paul Torrence, Jacob Getzels, and others explored the boundaries of creativity; Alfred Barr and D. G. Ryans carried out exhaustive studies of teacher characteristics; and just about everybody experimented with new patterns of organization. There were primary block programs, multi-age groupings, plans devised by and named for George Stoddard and J. Lloyd Trump, core programs, and a host of other patterns or combinations of plans structured around subject areas, broad groupings of subjects, or pupil characteristics. There were programs for the gifted and the not-so-gifted, and there was a new concern for foreign language instruction as well as the functional use of English. There was also a limited resurgence of Montessori schools and several one-of-a-kind experimental schools such as Amidon and Summerhill. While all this was taking place within the schools, the school systems themselves were consolidating; by 1960 there were only about one-third as many school districts as had existed twenty years earlier.

ANALYSIS OF TEACHING. Another emphasis found expression in the **analysis of teaching**. For half a century, researchers had been attempting to identify the characteristics and teaching styles that were most closely associated with effective instruction. Hundreds of studies had been initiated, and correlations had been done among them. During the 1950s, the focus began changing from identification of what ought to occur in teaching to scrutiny of what actually did occur. Ned Flanders and other researchers developed observational scales for assessing verbal communications between and among teachers and students. The scales permitted observers to categorize and summarize specific actions by teachers and students. These analyses were followed by studies of *nonverbal classroom behaviors*.

Another series of investigations involving the wider range of instructional protocols was patterned after the time-and-motion studies used earlier for industrial processes. Dwight Allen and several other educators attempted to analyze teacher behaviors, delineate the components of effective teaching, and introduce teacher candidates to the elements judged most important to good teaching. The change in focus from studies of teacher characteristics to analyses of what actually occurs in classrooms has offered educators highly fruitful insights into teaching and learning and has provided usable instruments for further investigations of classroom behavior. It is now possible to assess the logical, verbal, nonverbal, affective, and attitudinal dimensions of instruction, as well as the intricate aspects of cognition and concept development.

TEACHER EFFECTIVENESS. During the past fifty years, research has focused even more closely on the instructional patterns of effective teachers. The **effective teaching** movement that is based on this research offers today's teachers important skills. In common with the schoolteachers of sixty years ago, today's teachers learn to be strong leaders who direct classroom activities, maximize the use of instructional time, and teach in a clear, businesslike manner.

Effective teachers now employ structured, carefully delineated lessons. They break larger topics into smaller, more easily grasped components, and they focus on one thought, point, or direction at a time. They check prerequisite skills before introducing new skills or concepts. They accompany step-by-step presentations with many probing questions. Teachers offer detailed explanations of difficult points and test students on one point before moving on to the next. They provide corrective feedback where needed and stay with the topic under study until students comprehend the major points or issues. Effective teachers use prompts and cues to assist students through the initial stages of acquisition.

Analysis of teaching:

Procedures used to enable teachers to critique their own performance in the classroom.

Effective teaching:

A movement to improve teaching performance based on the outcomes of educational research.

This recent emphasis on demonstration, prompting, and practice is a far cry from the relatively unstructured classroom activities of the recent past. We now emphasize carefully created learning goals and lesson sequences. It is likely that the educational pendulum may swing to a new focus on teaching strategies, student concerns, and initiatives at some time in the future.

THE EVOLUTION OF EDUCATIONAL TECHNOLOGY. In some sense, even very early educators made use of what might be considered forms of basic educational technology. For instance, if a caveman or cavewoman used a stick or a finger to draw a symbol of something in the dirt or sand in an effort to teach a child something, that might be considered a rudimentary form of educational technology. Printed words are a form of educational technology, just as hornbooks used as early as the Middle Ages contained printed words. The use of pictures, such as those included in the form of woodcuts in early books, are also forms of early educational technology.

Needless to say, technology has evolved over time to the advanced forms that we are familiar with today—technological advancements that early educators undoubtedly never dreamed of. One wonders what forms of educational technology—that we, during this age, cannot even imagine—might be developed at some point in the future. What do you think might happen in future technology?

STUDY OF THE LEARNING PROCESS. Several leading educational researchers in the United States and Europe have sought to analyze and describe how children learn. All of these investigators have stressed the importance of successful early learning patterns and the problems associated with serious learning deficits. They also believe that important elements within the environment may be changed or modified to promote learning. Lev Vygotsky, a Russian, developed a social development theory in the late 1800s that suggested social interaction among children plays a major role in cognitive development. His work contributed significantly to the founding of *constructionist psychology*.

Robert Havighurst, a University of Chicago professor, identified specific developmental tasks that he believes children must master if they are to develop normally. He even suggests there may be periods during which certain tasks must be mastered if they are to become an integral part of children's repertoire of responses. There may also be "teachable moments" (periods of peak efficiency for the acquisition of specific concepts/skills) during which receptivity is particularly high. Havighurst has caused educators to look carefully at the motivations and needs of children (Havighurst & Neugarten, 1962).

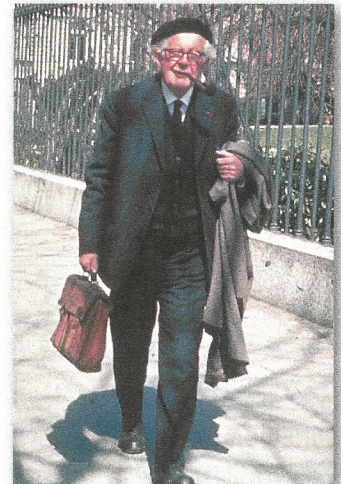
Jean Piaget. A Swiss psychologist, Jean Piaget (1896–1980) was educated at the University of Paris. Through his work with Alfred Binet, who developed one of the first intelligence tests, Piaget became interested in how children learn. He spent long hours observing children of different ages and eventually created a theory of mental or **cognitive development**.

Piaget believed that children learn facts, concepts, and principles in four major stages.

- Stage 1: Up until about age two, he suggested, a child is at the *sensorimotor stage* and learns mainly through the hands, mouth, and eyes.
- Stage 2: From about two to seven years of age, a child is at the *preoperational stage* and learns primarily through language and concepts.
- Stage 3: Between ages seven and eleven, a child's learning is characterized by *concrete operations*, which involve the use of more complex concepts such as numbers.
- Stage 4: The final learning stage identified by Piaget is called the *formal operations* stage. This stage typically begins between ages eleven and fifteen and continues throughout adulthood. During this final stage, the learner employs the most sophisticated and abstract learning processes. Although children do not all fit neatly into these categories, Piaget's work has contributed much to educators' understanding of the learning process and has helped teachers develop more appropriate teaching strategies for students at different developmental stages.

Many important educators were concerned about providing good education for all children, including those of different ethnic and cultural backgrounds. The authors of this textbook believe that knowledge of educational history can help contemporary educators better serve students in

Cognitive development: A learner's acquisition of facts, concepts, and principles through mental activity.



Source: Bettmann/Corbis

Jean Piaget, French child psychologist.

TEACHING IN CHALLENGING TIMES

Can a Knowledge of History Help to Improve Multicultural Education?

When you become a teacher, you will be expected to provide multicultural education for your students, regardless of the age level or subjects you teach. Most teachers today face the dilemma of wanting to provide their students with a high-quality multicultural program but being frustrated by the lack of time and support for doing so.

As you will learn, racial and ethnic prejudice and injustice have been present throughout U.S. educational history. Unfortunately, there is still considerable racial and ethnic strife in the United States today, and much of this strife has filtered into the halls of education. Debates rage about how schools should meet the educational demands of a complex multicultural society. As a teacher, you will be expected to join in this debate and help search for answers.

James Banks, a leading researcher in multicultural education at the University of Washington, feels past efforts have been too superficial. He asserts that “additive approaches” treat multicultural material as “an appendage to the main story of the development of the nation and to the core curriculum.” Instead, multicultural education should integrate multicultural perspectives

throughout the curriculum, on an equal footing with white European perspectives.

Despite the lack of both time and adequate school district encouragement and support, there are many things that a determined and creative teacher can do to integrate multicultural education throughout the curriculum. Teachers can also encourage the school district to develop and support comprehensive programs for multicultural education and then participate in developing those plans.

WHAT ARE MY CHALLENGES?

1. What are the historical antecedents that have contributed to the lack of racial and ethnic understanding in U.S. society?
2. Should education programs seek to eliminate cultural differences among individuals or to preserve and perhaps celebrate them?
3. What can you do in your classroom to improve multicultural education? Why and how?
4. What additional information would you like about multicultural education, and where might you find such information?

general and, for example, can help them improve multicultural education, which is especially challenging to educators today. The accompanying “Teaching in Challenging Times” feature explores this possibility.

A contemporary of Havighurst, Jerome Bruner of Harvard, has also postulated a series of developmental steps or stages that he believes children encounter as they mature. These involve action, imagery, and symbolism. Bruner’s cognitive views have stressed student inquiry and the breaking down of larger tasks into components.

Benjamin Bloom, author of *Taxonomy of Educational Objectives* and distinguished service professor at the University of Chicago, has attempted to identify and weigh the factors that control learning. He believes that one can predict learning outcomes by assessing three factors: (1) the cognitive entry behaviors of a student (the extent to which the pupil has mastered prerequisite skills), (2) the affective entry characteristics (the student’s interest in learning the material), and (3) the quality of instruction (the degree to which the instruction offered is appropriate for the learner). Bloom’s research is reflected in models of direct instruction, particularly mastery learning, in which teachers carefully explain, illustrate, and demonstrate skills and provide practice, reinforcement, corrective feedback, and remediation.

B. F. SKINNER. Burrhus Frederic (B. F.) Skinner (1904–1990) became one of the foremost early educational psychologists in U.S. education. He developed **behavioral theory**, which was a theory focusing on outward behavior that suggested students could be successfully trained and conditioned to learn just about anything a teacher desired.

This required the teacher to break down the learning into small sequential steps. Skinner even experimented with teaching machines that presented the learner with small sequential bits of information—an idea that has been revived today in the form of computer-assisted instruction. Skinner published many works, including *The Technology of Teaching*, *Beyond Freedom and Dignity*, and *Walden Two*. He contributed much to our present-day understanding of human learning and helped to advance the technology of teaching.

Behavioral theory:

A theory that considers the outward behavior of students to be the main target for change.

Educational Critics

Another change in education was pointed out by yet another phalanx of critics—all holding differing perspectives but all focusing on low educational standards—including Edgar Friedenberg (*Coming of Age in America*), Charles Silberman (*Crisis in the Classroom*), Jonathan Kozol (*Death at an Early Age*), Ivan Illich (*Deschooling Society*), John Holt (*How Children Fail*), and even the federal government (*A Nation at Risk*, 1983). Some critics, such as Silberman, urged schools to refurbish what they already have; others, including Illich, wanted to abandon the schools altogether. These critics have not gone unnoticed: Friedenberg's call for alternatives to traditional education, Silberman's endorsement of open education, and Kozol's plea for equal opportunity are all reflected to some degree in innovative programs currently being used from coast to coast.

JOURNAL FOR REFLECTION 3.3

What are your perspectives on some of the relatively recent trends in education that you have observed or experienced? Record your responses in your journal.

Some Major Educational Events of the Past Century

As we moved into the twenty-first century, many people reflected on educational accomplishments in the United States during the past hundred years. As would be expected, perspectives differ considerably on this subject. Ben Brodinsky, an education journalist, has suggested that the WWII GI Bill of Rights should perhaps be considered the single most important educational event of the past century. He lists the desegregation of schools as the second most important and the federal Education for All Handicapped Children Act as the third most important educational event of the twentieth century.

As you just now have read, many important educational events and accomplishments occurred during the twentieth century—the list could go on and on. One example of significant progress made by the U.S. educational system in the past seventy-five years is reflected in the increased percentage of students completing high school—from about 50 percent in 1940 to about 70 percent in 1990. What would you put on your list of the most important educational changes, events, and/or accomplishments of the last century?

Figure 3.3 shows a timeline of yet other efforts that have influenced education over the past half-century.

It is difficult to draw meaningful inferences from recent events that have not yet stood the test of time. The results of recent educational events will eventually be found in the answers to questions such as these: What should be the role of the federal government in education? How can equal educational opportunity be achieved in the United States? How much autonomy and freedom should teachers and school systems have? To what degree should educational policy and practice be influenced by litigation? How will school reform movements change the practice of education? What will be the expanding and evolving future role of technology in our schools? The answers to these questions—and other questions you may have in mind—will be colored by the perspectives through which people view the world, children, and schools. We believe that viewing all educational questions through well-informed historical perspectives yields more valid answers.



CHECK YOUR UNDERSTANDING 3.5

Complete Check Your Understanding 3.5 to gauge your understanding of the concepts in this section.

LOOKING BACK TO HELP US LOOK AHEAD!

As we have pointed out a number of times, perspectives on education have changed throughout history and are now changing ever more rapidly. This makes predicting the future of education very difficult—likely impossible, and probably foolhardy. Rather than attempting to do so, our best advice to you is that you should expect to experience many changes, challenges, and ever

FIGURE 3.3 Timeline of Selective Efforts to Improve Schools

	1953–61	1961–69	1969–74	1974–77	1977–81	1981–89	1989–93	1993–2001	2000s	2008–
Presidents	Eisenhower	Kennedy, Johnson	Nixon	Ford	Carter	Reagan	G. H. W. Bush	Clinton	G. W. Bush	Obama
Crisis	<i>Sputnik</i>	Civil rights	Vietnam			Ending the Cold War			Two wars and declining economy	Stimulating economic recovery
Federal Office for Education	U.S. Office of Education	U.S. Office of Education	U.S. Office of Education, National Institute of Education	U.S. Office of Education	U.S. Department of Education	U.S. Department of Education	U.S. Department of Education	U.S. Department of Education	U.S. Department of Education	U.S. Department of Education
Policies	Build state and local capacity to educate people with disabilities	Elementary and Secondary Education Act (ESEA)	Reauthorization of ESEA linking federal aid to student achievement	Education for All Handicapped Children Act (P.L. 94-142)	Reauthorization of ESEA with federal aid dependent on rising test scores	Education summit; first meeting of president and governors	Reauthorization of ESEA, with high-stakes testing	Reauthorization of ESEA; called No Child Left Behind (NCLB), response to intervention (RTI)		American Recovery and Reinvestment Act
Related Reports and Publications						<i>A Nation at Risk</i>		<i>Goals 2000</i>	Public posting of test scores for all public schools	
Change Initiatives Based on Research		Major curriculum development projects: science and math	Effective teachers: direct instruction and classroom management			Effective schools: whole school and principals		School reform programs, school improvement, and value added	Standards, data-driven decision making, professional learning communities (PLCs)	Early childhood, reform and investment in K–12, restore leadership in higher education
Teacher Challenge					Effectively Help Students Learn					

diverse perspectives on education during your career as an educator. Of course, you will need to try to understand and adapt to these rapid changes and the challenges they present to you as an educator. Knowing and understanding educational history will help you do this better.



CHECK YOUR UNDERSTANDING 3.6

Complete Check Your Understanding 3.6 to gauge your understanding of the concepts in this section.

SUMMARY

MORE STUDENTS AND BIGGER SCHOOLS

- During the past seventy-five years, the U.S. education system has experienced unprecedented changes and growth in both size and complexity.
- The great increase in numbers of students over these years has created a challenging need for more school buildings and many more teachers.
- Population increases and shifts from rural settings to cities required bigger schools and large, elaborate school busing systems.
- There has also been an amazing expansion of educational curricula and program diversification for different types of students at all levels during the past sixty years.
- All of this growth in size and programs have resulted in a tremendous increase in school budgets.
- Programs for students with special needs have increased tremendously in recent history.
- There has also been notable growth in other educational programs designed to better serve the needs of the increasingly diverse student populations now found in our schools.

MORE CHANGES, CHALLENGES, AND PERSPECTIVES

- There have been many changes and improvements in the teaching profession during the past seventy-five years as U.S. educational systems have grown in complexity, especially in funding and control.
- The federal government has increased its involvement in public education through legislation and agencies such as the GI Bill, the National Science Foundation, the National Defense Education Act, the Elementary and Secondary Education Act, Project Head Start, Upward Bound, and the National Teacher Corps, to name just a few.
- Each of these federal acts, while providing funds for specific school programs, has also placed new demands and regulations on our schools.

CHANGING AIMS OF EDUCATION

- An impressive series of important statements has been made over the years in an attempt to determine and articulate the essential aims of education in the United States.
- These statements clearly show how perspectives on education have changed over time.

PREPARATION OF TEACHERS

- The history of teacher preparation shows an evolution from very meager and humble beginnings centuries ago to a complex and professional state today.
- Educators should be proud of the history of advancement in the preparation of educators and be mindful and proud of the current rigorous professional training they receive.

RECENT TRENDS IN EDUCATION

- Many recent trends in education include professional advancements such as analysis of the teaching act, teacher effectiveness research, sociological studies, the development of new learning theories, and other research efforts designed to help us better understand and improve student learning.
- Widely read critics of our schools during the past sixty years include Friedenberg, Silberman, Kozol, Illich, and Holt.
- Various governmental agencies at the state and national levels have also been critical of our schools in recent years, resulting in many reports and calls for school reforms.

LOOKING BACK TO HELP US LOOK AHEAD!

- We live in a rapidly changing world that challenges teachers to “keep up-to-date.”
- Even our understanding of the history of education changes.
- Every current educational challenge can be informed by educational history.

DISCUSSION STARTERS

1. Other than those mentioned in this chapter, what additional recent educational developments seem particularly important to you? Why are they important?
2. Has the increased federal involvement in education been good or bad for schools? How so?
3. In your opinion, in what respect, if any, has education become professionalized?
4. In your opinion, how much progress has the United States really made in providing equal educational opportunity? Defend your answer.
5. What is happening in education at this very moment that is likely to be written about in future history of education books?

SCHOOL-BASED OBSERVATIONS

1. As you work in the schools, look to see how the continuing struggle for equal educational opportunity is progressing. Also analyze what you observe in order to determine the degree to which teaching has been professionalized—a movement that has gained impetus during the last sixty years. Finally, as you participate in classrooms, look for evidence that the work of the educational pioneers discussed in this chapter (such as Bloom, Skinner, and Piaget) has made an impact in U.S. classrooms.
2. Discuss with experienced educators the changes they have observed during their careers. Visit with veteran educational administrators to discuss changes they have seen in education over the years.

PORTFOLIO DEVELOPMENT

1. Prepare a creative educational history project (using a poster, videotape, audio recording, slide presentation, or some other creative medium) dealing with a topic, person, or idea that is of interest to you. Design your project so that it can be used as part of your job placement credentials.
2. Create a list of the most useful outcomes of U.S. education during the past sixty years. What can you as a beginning teacher learn, if anything, from your list?

WEB SOLUTIONS

You are doing a PowerPoint presentation for a group of faculty in order to show how best practices have evolved throughout the years. You want to be able to show the classroom environment, organization, and materials that teachers have used in order to show that education is dynamic and adapts to changes over time. However, there are still contentious issues that remain; they are reflected in school curricula, lesson plans, and policies throughout the country. Go to the following websites, and do word searches to find others to help develop your presentation:

The *Scholastic Instructor* site contains a variety of educational materials such as articles, contests, free materials for teachers, and chats with other educators on many subjects, including the history of education.

The website of the *Smithsonian Institution* in Washington, D.C., includes much historical information.

A word search on *Dick and Jane Readers* yields much information about these books that were used in many early schools. They have now become popular collector items.