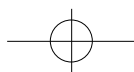
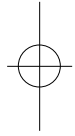
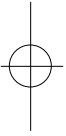
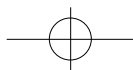
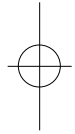
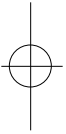
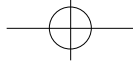
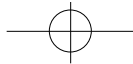


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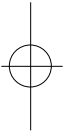




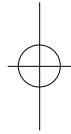
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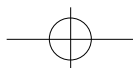
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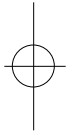
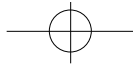


**Robert Serow  
Perry Castelli  
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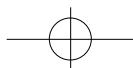
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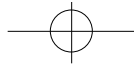
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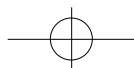
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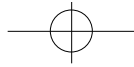




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## Preface

As an introductory study, this book will attempt to offer a relatively balanced perspective on the social foundations of American education. A “balanced perspective” does not mean neutral or value-free. What is intended, rather, is that the analytic and interpretive material will not dominate the presentation to the extent that the readers are hindered in drawing their own conclusions about the events described. Also, many (but not all) of the judgements rendered will appear near the end of each chapter, in the Conclusions section.

The main pedagogical features of the book are as follows:

**Previews:** These elements provide a brief overview of each chapter’s contents and its theoretical perspectives.

**Profiles:** The individuals and institutions that readers encounter in these profiles illustrate certain trends in American education. They are composites, not factual case studies, and are drawn from the experiences of various people, schools, and towns. As such, they are intended to bring to life some of the abstract ideas and historical patterns described in each chapter.

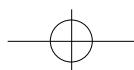
**Case studies:** These items offer capsule summaries of people or events from the current educational literature. Unlike the profiles, the case studies use actual names and other factual details. Their purpose is to shed light or explore a particular angle of some of today’s leading educational issues.

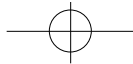
**Questions for Discussion:** The six or seven questions that follow each chapter provide readers with a chance to review and reflect on the major themes and factual information presented in preceding pages. In some cases, questions focus directly on Profiles, asking the reader to draw explicit parallels between the chapter content and the lives of people or institutions profiled.

**Summary Sections:** These sections restate the chapter’s main points, summarized in list form. The summary serves as a quick review before readers’ tackle the substantive points addressed in the Conclusions.

**Conclusions:** Interpretation, analysis, and synthesis are the major tasks of the Conclusion section of each chapter. Connections are made between fact and theory and with materials in other sections of the book.

Robert C. Serow





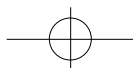
## Foreword to the Second Edition

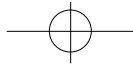
In accepting the enterprise of preparing the second edition of *Social Foundations of American Education*, four objectives became readily apparent. First, to practice the first law of medicine; *do no harm*. Second, *update, where applicable*, the tables and references to experimental, descriptive, correlational, and casual-comparative studies. Third, *interpret, analyze and synthesize* educational thought from the vantage point of nearly a decade after the first edition was created. Finally, contribute unique *salient themes* in an attempt to further illustrate the work of teachers as they prepare students for the rest of their lives.

**Do no harm ...** The first charge was to protect the integrity of the first edition of this textbook. Consequently, great care was taken to maintain the descriptions and primary analyses of the symbiotic relationships that occur between schools and society. In addition, effort was extended to preserve the “balanced perspective” allowing readers to evaluate the numerous educational topics which occur throughout the book.

**Update, where applicable ...** several hundred tables, charts, and research findings were examined in an effort to bring the reader a more current view of the data and thought now prevalent in the twenty-first century. Most, but not all, tables and charts were either replaced or updated with current data. Historical tradition, philosophical thought and landmark studies were left intact. However, all three of these facets were expanded to allow for a wider breadth of thought and interpretation.

**Interpret, synthesize and analyze ...** Since the first edition of this text was written, the American public school system has experienced a minor renaissance: higher standards; character education; accountability; the effective school movement; charter schools; rapid ascent of technology; national certification of teachers; movement to extend IEP’s to all students; block scheduling; extended and year-round schooling; test scores again beginning to rise; before and after school child care programs; improved teacher preparation programs; the expansion of mainstreaming into full inclusion; growth of pre-schools for three and four year olds; and many other innovations. Through a different lens we find: nearly twenty-five percent of high school age students do not finish high school in four years; unwed teenage pregnancy continues to plague the basic fabric of our society—the family; drugs (particularly alcohol) is being used at alarming





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rates by both middle and high school age students; several schools in the country have experienced students killing students inside the school buildings (however, overall violence rates have been declining the last half of the nineteen-nineties); adolescent suicide rates continue to rise; numerous school systems, districts and states are experiencing catastrophic teacher shortages therein forcing “warm bodies” to “baby sit” the students; child abuse is occurring in record numbers, and many other serious problems. Given these happenings, the second edition of this text was constructed utilizing filters which were not available at the first writing. Consequently, this version will attempt to place the reader more in sync with the prevailing challenges of schooling and society today.

**Salient Themes ...** The overall structure of the text has been changed, however all of the major subdivisions of the first edition of the book have been left intact. What has been added are expansions as in *Issues and Trends*, *Teachers*, *Family Background and Social Class*, *Race and Ethnicity*, *The Education Profession*, etc. A new chapter was added entitled *Philosophy and Teaching*, and major sections were added in *History*, *Technology*, *Providing Equal Education Opportunity*, and *Education in the 21st Century*. A new segment has been included entitled *Voices from the Field*. This will appear in each chapter directly after the *Preview*. It will feature the voice of a teacher in the field. The teachers will represent all grade levels and are speaking to the readers from different regions of the country.

## Acknowledgments

We are very grateful to our thirteen colleagues (some former students) who took time out of their extremely busy schedules to make a contribution to this text. It goes without saying that we are proud of their work in the field and it is an honor to call them all personal friends. In addition, we would like to acknowledge our thousands of students who over the years have taught us invaluable lessons about learning and life. We would also like to thank Ms. Kathy Kay, Mr. Glenn Perkins, and the staff of Carolina Academic Press for their editorial assistance in the production of this textbook. Their dedication to quality and total understanding of the process was a source of invaluable aid. And finally, we would like to thank our family; parents, brothers and sisters who have supported us throughout the years, and our three children from whom we learned the most. Juliann Castelli, M.Ed. is currently in law school in Boston, Massachusetts. Roxann Castelli-Cook, M.Ed., D.O. is a medical doctor in Ormond Beach, Florida. Rebecca Castelli, MFA (Theatre) is a professional actress in Seattle, Washington.

Perry A. Castelli & Vivian L. Castelli

