

**EDPL 301 “*Foundations of  
Education*”**  
**Professor: Dr. John Splaine**

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EDPL 301  
FOUNDATIONS OF EDUCATION  
Spring 2007

Dr. John Splaine

**Catalog Course Description:** Foundations of Education (3 credits) Grade Method: REG/P-FAUD

Prerequisite: junior standing and admission to teacher education; or Bachelor's degree; or permission of department. Formerly EDPA 301. Social context of education and conflicts over philosophies, values, and goals that are reflected in education institutions in our pluralistic society. Helps teachers become reflective, critical thinkers about the social and philosophical issues they face and the choices they make.

The PURPOSE of this course is: To enable students to think critically about contemporary education issues, so they can develop creative solutions to difficult problems. This will be accomplished by gaining an understanding of the history of these issues and problems.

The major QUESTIONS guiding this course are:

- What is teaching?
- What is education?
- What does it mean to be multicultural?
- What is the history of education?
- What are the issues and problems in education today and what are the various histories?
- What should education be in the future?
- What are some of the social influences on education?

- What philosophies have influenced education?
- How does the educational system in the United States compare with others?
- What are the politics of education?

*Attached to this syllabus are a course “Study Guide” and a “Pool of Questions for the Final.” Both documents should help you as you study and learn the content for this course.*

## CLASS SCHEDULE

### DATE

January 30, 2007:	Introduction and General Orientation to the Course. <b>Chapter 1 in Joel Spring’s <u>The American School: 1642-2004</u></b> . “Thinking Critically about History: Ideological Management, Culture Wars, and Consumerism.”
February 6:	<b>Chapter 2 in Spring</b> , “Religion and Authority in Colonial Education. <b>Chapter 3:</b> “Nationalism, Multiculturalism, and Moral Reform in the New Republic.” (Spring)
February 13:	Chapters 2 and 3 continued, and <b>Chapter 4:</b> “The Ideology and Politics of the Common School.” (Spring)
February 20:	<b>Chapters 5:</b> The Common School and the Threat of Cultural Pluralism (Spring); and a review.
February 27:	<b>First Examination, and</b>

- Chapter 6:** “Organizing the American School: The Nineteenth-Century Schoolmarm.” (Spring)
- March 6: **Chapter 7:** “Multiculturalism and the Failure of the Common School Ideal.” (Spring)
- March 13: **Chapter 8:** “Growth of the Welfare Function of Schools: School Showers, Kindergarten, Playgrounds, Home Economics, Social Centers, and Cultural Conflict.” (Spring)
- March 20: Spring Break.
- March 27: **Chapter 9:** “The School and the Workplace: High school, Junior High School, and Vocational Guidance and Education.” (Spring)
- April 3: **Chapter 10:** “Meritocracy: The Experts Take Charge.” (Spring)
- April 10: **Second Examination. And, Chapters 11:** “The Politics of Knowledge: Teachers Unions, the American Legion, and the American Way.” (Spring)
- April 17: **Chapter 12:** “Schools, Media, and Popular Culture: Influencing the Minds of Children and Teenagers.” (Spring)
- April 24: **Chapter 13:** “Education and National Policy” (Spring)
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Mary 1: **Chapter 14:** “The Great Civil Rights Movement and the New Culture Wars.” (Spring)

May 8: **Chapter 15:** “Education in the Twenty-First Century.”

May 15<sup>th</sup> is a possible date for the **Final examination**, but we have to wait to hear from the University. The examination will be comprehensive.

**ASSIGNMENTS: PARTICIPATION AND PREPARATION:** We can only think critically if we know enough so that we know what to think critically about. Therefore, a major focus of this course is gaining knowledge of the history of education. As a result of gaining knowledge, you will be able to debate those resisting the changes you favor and/or advocating changes that you consider to be unwise or unnecessary for students. Knowledge provides you with a foundation to support those changes you are advocating and to refute those you are against. Therefore, being in class for the discussions and reading the text are important. There will be two examinations plus a final. The total awarded for the examinations is 80 points. Because class participation and preparation are so important, there will be a possible total of 20 points awarded if the student and professor deem your participation and preparation sufficient. Your completed “Study Guide” should be submitted on May 8<sup>th</sup> as one indicator of your preparation for the course. Attendance in class is expected.

**FIRST EXAMINATION:** The first examination will be given on February 27, 2007. This examination will count for 24 points.

**Second Examination:** The second examination will be given on April 10, 2007. This examination will count for 24 points.

**FINAL EXAMINATION:** The final examination will be given during the examination period designated by the University of Maryland. This examination will be comprehensive and will cover chapters 1 through 15 in Spring. The final examination will be for 32 points.

Dr. Splaine will determine the final grade ranges. Dr. Splaine will then assign the grades to the students.

**COURSE TEXT:** Joel Spring, The American School: 1642-2004. New York: McGraw-Hill, 2005. ISBN #: 0-07-232274-6

***EMAIL ALERTS and PHONE TREE:*** *If there is inclement weather or for any other reason you believe the university to be closed, please check the local news and or the University of Maryland's website: [www.umd.edu](http://www.umd.edu) . Also, I will try to email you. If for any reason email does not work, we will have created in class a way to call members of the class.*

### Accommodation for Disabilities

If you have a documented disability and wish to discuss accommodations, please contact me as soon as possible.

### Statement on Code of Academic Integrity

Academic integrity is the foundation for learning. All students are expected to observe and honor the provisions of the University's Code of Academic Integrity. Academic dishonesty includes cheating, plagiarism, fabrication, or facilitating academic dishonesty. Academic dishonesty is a serious offense that may result in suspension or expulsion from the University. The full text of the code is available on the web at:

<http://www.studenthonorcouncil.umd.edu/code.html>

### Religious Observances

Students will not be penalized because of observances of their religious beliefs. Students will be given the opportunity, whenever possible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of intended absences for religious observances as soon as possible.

### Personal Responsibility Statement

This course addresses the history, sociology, politics and philosophy of education; as well as controversial education issues, both past and present. While you may disagree with the opinions and understandings of others in this course, as a future educator and citizen it is your responsibility to respect

the ideas of others. No individual enrolled in this course has the right to take advantage of another simply because of station in life. Gender and ethnicity are not to be used as tools to gain power over individuals but are acknowledged as our station in life that may influence how we understand and make sense of the world. As active participants in this course, we will attempt to understand the ideas in the history, sociology, politics and philosophy of education acknowledging that there are many viewpoints and forces that have shaped contemporary education..

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This syllabus is subject to change.

Students enrolled in this course are responsible for all changes that are announced in class, or communicated electronically.

**Study Guide for EDPL 301, Spring Semester, 2007. Dr. John Splaine, the professor.**

**We cannot think critically, if we do not know what to think about. Therefore, in this course the acquisition of knowledge is of prime importance. Then we can think about the knowledge we have acquired and compare what we believe we know with what others contend they know. This comparison is one step in the process of thinking critically.**

***You should know the answers to the following terms or questions:***

**FROM CHAPTER ONE:**

**Ideological management:**

**Consumerism:**

**Culture Wars:**

**Trail of Tears:**

**Urban riots between Protestants and Catholics:**

[http://www.aei.org/publications/pubID.10874,filter.all/pub\\_detail.asp](http://www.aei.org/publications/pubID.10874,filter.all/pub_detail.asp)

**What happened at Colorado's Columbine High School in 1999?**

**The "War on Poverty":**

**FROM CHAPTER TWO:**

**What were the goals of the Massachusetts (education) Law of 1642?**

**The Old Deluder Satan law of 1647:**

**The New England Primer:**

**Conferring social status versus confirming social status:**

**Benjamin Franklin's view of the "lovely White":**

**Cultural superiority:**

**Differences between the British and Native peoples cultures:**

**Robert Molesworth's views:**

**John Trenchard and Thomas Gordon and their Cato's Letters:**

**Joseph Priestley's views:**

**Benjamin Franklin and education as social mobility:**

**Benjamin Franklin on libraries:**

**What were the roles of parents in colonial society and their relationships to their children?**

**J. J. Rousseau's views:**

**John Locke and the concept of "tabula rasa":**

**FROM CHAPTER THREE:**

**Why do you believe Joel Spring uses the term, "Anglo-American culture," to refer to the culture in the U. S.?**

**Noah Webster's views:**

**What was Webster's main concern in creating his "Federal Catechism"?**

**Thomas Jefferson's views:**

**The Lancasterian method:**

**What was the philosophy behind Charity Schools?**

**Dartmouth College v. Woodward (1819):**

**The Yale Report:**

**FROM CHAPTER FOUR:**

**What were the three distinctive features of the Common School movement?**

**What was the ideology of the Common School movement (Spring describes a number of reasons that contributed to its rationale. You should identify these)?**

**What was the Workingmen's Party? What were they interested in?**

**Why did Horace Mann and the Workingmen's Party, each having different motivations, agree to come together to advocate the Common School?**

**How did the Whigs view education?**

**How did the Democrats view education?**

**How and when did high schools start?**

**FROM CHAPTER FIVE:**

**Why were Irish Catholics considered a threat to Anglo-American Schools and Culture?**

**Philadelphia Bible riots:**

**What happened in Boston during the struggle for equal educational opportunity?**

**David Walker:**

**Education in the plantation system:**

**What was the dilemma in "The Ghost Dance"?**

**The Civilization Act of 1819:**

**What did the missionaries have in mind for the Native peoples?**

**Sequoyah:**

**What was the importance of the Cherokee language?**

**Why was the Choctaw educational system successful?**

**Why was the Cherokee educational system successful?**

**FROM CHAPTER SIX:****Emma Willard:**

**The “maternal model of instruction”:**

**Johann Pestalozzi and his methods:**

**What is the bureaucratic model?**

**McGuffey’s Readers:****Lizards in the West:****FROM CHAPTER SEVEN:**

**According to Joel Spring in Chapter 7, was the Mexican American experience in Anglo-American administered schools?**

**What was the experience of Asian Americans in schools in California?**

**On page 179, Spring quotes Robert Lee who wrote about “the coolie, the deviant, the yellow peril, the model minority, and the gook.” What were the implications of the identified images?**

**What is deculturalization? How did it work?**

**What do you know about “Native American” reservations and boarding schools?**

**Compare the 1790 Naturalization Act and The Naturalization Act of 1870?**

**What was the effect of the Fourteenth Amendment on citizenship and education?**

**What were the issues regarding Puerto Rican citizenship?**

**What was the process of Americanization in the public schools of Puerto Rico?**

**FROM CHAPTER EIGHT:**

**What was the Kindergarten movement?**

**Why was the Kindergarten movement started?**

**What was the philosophy behind the Kindergarten movement?**

**How did home economics curricula educate the “New Consumer Woman”?**

**What was “The Play Movement”?**

**What was the play movement supposed to do?**

**How did the various minority groups resist segregation and discrimination in education?**

**Part II of the Study Guide for Spring’s The American School. You should know the following:**

**FROM CHAPTER NINE:**

- **Kalamazoo Decision of 1874 and its significance:**
- **Committee of Ten on Secondary School Studies Final Report:**
- **The Cardinal Principles of Secondary Education:**
- **The 1912 report from the Committee on Industrial Education:**
- **The Smith-Hughes Act in 1917:**
- **Ellwood Cubberley’s views versus those of Lawrence Cremin:**
- **Johann Herbart’s philosophy of teaching and his lesson plan:**
- **John Dewey’s philosophy of education and his teaching methods:**
- **William James and Edward Thorndike and their behavior concepts of learning.**

- **William Chandler Bagley's philosophy contained in his book, Classroom Management.**

**FROM CHAPTER TEN:**

- **What is scientific management?**
- **How did elites gain control of Cincinnati's Board of Education?**
- **Frank Spaulding:**
- **Raymond Callahan and his Education and the Cult of Efficiency.**
- **Frederick W. Taylor:**
- **What is scientific measurement?**
- **Robert Yerkes:**
- **Henry Goddard:**
- **Edward L. Thorndike:**
- **Carl Brigham:**
- **Lewis M. Terman:**

- **What is the section “‘Backward’ Children and Special Classrooms” about?**
- **What was the importance of the Morrill Act of 1862?**
- **What is the AAUP and what function was it supposed to serve?**

**FROM CHAPTER ELEVEN:**

- **What is the National Education Association (NEA)? Why was it founded? What is its function?**
- **What were the differences between the NEA and the Chicago Federation of Teachers (CFT)?**
- **Who were Margaret Haley and Catherine Goggin?**
- **What does Jeffrey Mirel argue in his essay, “The Politics of Educational Retrenchment in Detroit, 1929-1935”?**
- **What did the American Legion resolve should be done to promote “100% Americanism”?**
- **Why was there textbook censorship during this time period?**
- **Why did the advertising industry criticize Harold Rugg’s social studies textbook series?**

**FROM CHAPTER TWELVE:**

- **Who was Will Hayes and why was he important?**

- **What were the Payne studies?**
- **Who were Edgar Dale and William Lewin and why were they important?**
- **Who was Joy Elmer Morgan?**
- **What did Joy Elmer Morgan mean when she said: “You will discover that the advertising agency is taking the place of the mother, the father, the teacher, the pastor, the priest, in determining the attitudes of children”?**
- **What did Joy Elmer Morgan mean when she said, “No one know what will happen when this country comes into the hands of those who have been exposed to the propaganda of the money changers and to the debasing material which they have broadcast into the lives of the people”?**
- **What is your view regarding the section, “Educating Children as Consumers”?**
- **What do you think about the section, “The Creation of Teenage Markets”?**

**FROM CHAPTER THIRTEEN:**

- **What is the central theme of Joel Spring’s The Sorting Machine: National Educational Policy Since 1945?**
- **What is the central theme of Diane Ravitch’s The Troubled Crusade: American Education, 1945-1980?**

- **What did the Servicemen’s Readjustment Act of 1944 do? What was its impact?**
- **What was the effect of the Universal Military Training and Service Act of 1951?**
- **What did the National Science Foundation Act of 1950 provide for?**
- **Why did Lucille Cardin Crain criticize Frank Abbott Magruder’s textbook, American Government?**
- **What was Arthur Bestor in favor of and what was he against?**
- **What happened on October 4, 1957 and what was the effect?**
- **What did the National Defense Education Act of 1958 provide for?**
- **The Economic Opportunity Act of 1964 created the Job Corps and Head Start. What did the Job Corps and Head Start do?**
- **What was the central theme of Gunnar Myrdal’s American Dilemma?**
- **What was the central theme of Michael Harrington’s The Other America: Poverty in the United States?**
- **Why did President Lyndon B. Johnson declare a “War on Poverty”?**
- **What role did the Children’s Television Workshop perform in developing educational television?**

**FROM CHAPTER FOURTEEN:**

- **What did the United States Supreme Court decide in *Brown v. Board of Education of Topeka* in 1954?**
- **What did the Civil Rights Act of 1964 provide for?**
- **Why is Title VI of the Civil Rights Act of 1964 important?**
- **In regard to the Native peoples, what was the difference between “termination” and “self-determination” policies?**
- **What did Joel Spring mean when he titled a section, “Indian Education: A National Tragedy”?**
- **What does Joel Spring mean by the term, “Model Minority”?**
- **What did the United States Supreme Court decide in *Lau v. Nichols* in 1974?**
- **What does the League of United Latin American Citizens (LULAC) do?**
- **What does Joel Spring mean by titling a section, “Bilingual Education: The Culture Wars Continued”?**
- **Compare the 1924 Immigration Act and that of 1965 and their respective results**
- **What was Title IX of the Higher Education Act of 1972 and what did it provide for?**

- **What was Public Law 94-142 (Education for All Handicapped Children Act) of 1975 and what did it provide for?**
- **What did Joel Spring mean by titling a section, “The Coloring of Textbook Town”?**
- **What did Joel Spring mean by titling a section, “Liberating the Textbook Town Housewife for More Consumption”?**

**FROM CHAPTER FIFTEEN:**

- **What did the United States Supreme Court decide in *Engel v. Vitale*?**
- **What did Joel Spring mean when he titled the section, “Environmental Education: A Radical Paradigm”?**
- **What did Paulo Freire advocate?**
- **What did Sidney Marland, Jr, Commissioner of Education under President Richard M. Nixon, advocate?**
- **What was the accountability movement and how did it relate to standardized tests?**
- **What was the “National Standards” movement under Presidents Ronald Reagan, George H. W. Bush, and Bill Clinton and what did it lead to?**
- **What did Joel Spring mean by titling a section, “The End of the Common School: Choice, Privatization, and Charter Schools”?**
- **What does the No Child Left Behind Act of 2002 provide for?**

- **What is the section, “The Commercialization of Schools and Education for Consumption” about and how is that related to “Consumer Education”?**
- **How are schools involved in “Fast-Food Education”?**
- **Why are some textbooks about the environment viewed as “anti-technology,” “anti-Christian,” and anti-American”?**

### **Pool of Questions for the Final**

1) Why were schools established in 1642? Why do we have schools today? Identify the various changes in the purpose for schools/education as the United States came into being and has changed over the years. What do you believe the purpose of schools/education should be?

2) Joel Spring writes about the issue of “cultural domination.” Trace this issue from 1642 to the present. Is the issue still present in schools/education today? If so, do you perceive it as a problem? If it is a problem, what would you do about it? If you do not believe it is a problem, why do you see it the way you do?

3) Joel Spring uses the terminology: “ideological management.” What does he mean by the term? From 1642 to the present, how have educators used ideological management to shape the thinking of students? Do you agree with ideological management? Will you be an ideological manager? How will you handle the issue in your classroom?

4) Joel Spring identifies racism as a central theme in American educational history. From 1642 to the present, how has racism manifested itself? Is it still with us today? How will you handle the issue in your classroom?

5) There is much discussion about the testing gap among various ethnic groups. From what you have learned in EDPL 301, explain why there is such a gap? As a teacher, how will you deal with the issue of testing and its racial component?

6) In the history of education, a student’s socio-economic status has been a factor in determining how well the student will do in the educational system. As a teacher, what will you do in regard to this issue? What control do you have over the issue? How can you help to bridge the gap?

- 7) Throughout the history of American education, educators have called for an active democracy and equality of opportunity. Yet, there has been intolerance, inequality, overt and covert racism, gender discrimination, and periodic violence against those who are different. How do you square the call for democratic action and equal chance in life with actions contrary to those ideals?
- 8) From Horace Mann to the present, schools have been identified as the panacea for any number of social and economic problems. Indeed, Horace Mann claimed that the compulsory common school would help to eliminate poverty. What role have the schools played in reducing, maintaining, or increasing the number of people in poverty?
- 9) In the sixth edition of “The American School,” Spring identifies the juxtaposition of consumerism and environmental education as a major issue for the 21<sup>st</sup> century. What does Spring define as consumerism and its opposite-- environmental education? As a prospective educator, what is your position on the issue? What do you recommend that educators do in teaching about the issue?
- 10) Spring argues in the sixth edition of his book that the “culture wars” have been perennial in the education history of the United States and have returned in full force. He also contends that the No Child Left Behind legislation favors one side over the other. Which side does Spring argue has become dominant? What is your view about this issue? What do you believe should be done about it?
- 11) Which philosophers in Spring’s text believe that children were born good and which ones believe they were born in sin? How does a teacher’s philosophical view of the good and the sinful affect the way the teacher teaches and/or will teach?
- 12) Do schools perpetuate the “existing social order”? If they do, please give examples. If they do not, please explain your answer. Which ever way you answer, how does your answer affect how you will teach in the classroom?
- 13) How does the purpose of education affect the curriculum, mode/s of instruction, and the choice of assessment instruments? What purpose do you believe education should serve? How as a teacher will you work to meet that purpose?
- 14) Lawrence Cremin in his book, American Education, argues that the history of education should be studied beyond schoolhouse walls. What do you believe he means? Give examples of what should be studied? How will what you have studied affect how you educate?
- 15) Have the schools been used to spread “a particular culture” as Joel Spring contends? Explain your answer in as much detail as time allows. Depending on your answer, how will it affect how you teach?
- 16) In Chapter 2, Spring states: “Enslaved Africans developed cultural styles for interacting with an owner who had the power of life and death, an owner who could at

any time inflict severe punishment. It was a relationship in which the slave was not protected by any legal institution from the arbitrary brutality of the master and the owner could demand sexual relations with any slave. The owner had the power to break up families and wrench children from their parents by selling them.” How does this paragraph help you in teaching all young people?

17) In Britain, toward the end of the 18<sup>th</sup> and the beginning of the 19<sup>th</sup> centuries “dissenting academies” were important. What were dissenting academies? Do we have any today? If we do, where and what are they? If we do not, why do we not have them?

18) What should the purpose of education be: intellectual freedom, conformity and control, or somewhere in between these ends? Or, do you believe education should serve another purpose? Please develop your answer and use Spring’s text to support your answer.

19) What was the significance of Jean-Jacques Rousseau’s philosophy? What did he advocate? How much of his philosophy is being used in schools today?

20) Noah Webster, Benjamin Rush, Emma Willard, Horace Mann, John Locke and other early educators and philosophers wanted people to exercise freedom in the “correct way.” What was meant by this? Do educators still do this? If so, what are its implications? What is the correct way today?

21) What do you think about the following paragraph from The New England Primer: “In Democracy, where the people all meet for the purpose of making laws, there are commonly tumults and disorders. A Small city may sometimes be governed in this manner; but if the citizens are numerous, their assemblies make a crowd or mob, where debates cannot be carried on with coolness and candor, nor can arguments be heard: Therefore a pure democracy is generally a very bad government. It is often the most tyrannical government on earth; for a multitude is often rash, and will not hear reason.” Do you agree with this statement? If you do, how will it affect how you teach? If you do not, how will it affect your teaching?

22) Thomas Jefferson claimed that the purpose of higher education is to “form statesmen, legislators and judges, on whom public prosperity and individual happiness are so much to depend.” Do you agree with Jefferson? If not, what should the purpose of higher education be? In either case whether you agree with Jefferson or have another purpose, what would be the mode/s of instruction, the curriculum, and the methods of assessment depending on the purpose of higher education?

23) Schools have been called upon to solve many of society’s problems. Is this realistic? If not, then what problems occur when the schools cannot be the panacea? What then should the schools do? How far can they go in solving societal problems? And, how should they go about solving those problems?

- 24) Spring asks the following questions in his book: “Should the schools build emotional attachments to symbols of the state thorough activities such as saluting the flag and singing nationalistic songs? Or should patriotism be the expression of beliefs freely arrived at by the exercise of reason?” Which side are you on? How would your view influence how you teach?
- 25) Spring states in his text, “the common school never became common for all students.” What did he mean by this? If he is correct, what does this mean for contemporary education?
- 26) Both the common school reformers and the workingmen’s parties agreed on the necessity of education to create more equality of opportunity. How did they differ? Why did they differ? Which vision for education do you agree with? How would schools be different if your purpose for education were instituted?
- 27) Is “knowledge power”? Explain your answer. How are you going to use this concept as an educator?
- 28) Joel Spring states that, “The word education has meant different things to different people.” What does he mean by this? Identify movements in the history of education that illustrate this point.
- 29) What is the issue of “double taxation? What is your view regarding this matter? Give examples throughout the history of education where this issue has been a significant part of the discussion? What contemporary problems does the issue present?
- 30) It has been argued that segregated education is an attempt to keep the group segregated ignorance and to deny them knowledge. What is your view? Give examples throughout the history of American education to support your view? Is there a problem with segregated education today?
- 31) Why is school administration hierarchical? Where did this come from? How is it related to gender? How else could schools be administered? If you are in favor of changing the present administrative structure, how would you go about it?
- 32) Compare McGuffey’s readers with The New England Primer and with today’s school textbooks. How do you believe they are similar? How are they different? How can educators select materials that students will want to read and that they should read?
- 33) Why did Southern planters oppose compulsory schooling laws? Are compulsory school laws not enforced in some states today? If this is so, why is this happening?
- 34) How does one engage in an anti-American activity? Have there been instances of anti-American activity in the history of education in the United States? Are they occurring today? If so, what should be done about them?

35) What would John Dewey and Edward Thorndike think about the “lesson plan” as designed by Johann Herbart? What do you think about the Herbartian lesson plan? What are some other ways to approach learning activities?

36) John Dewey favored group activity, but valued individual action. What is your view of group/cooperative learning? How frequently and how well has it been used in the history of American education? Is it used today? How effective is group/cooperative learning today? Is what is being used today what Dewey had in mind?

37) In Spring’s book, the city of Cincinnati provided a case study of how the composition of school boards developed? What happened in Cincinnati? Is it representative of what has happened in other communities? What do you believe the composition of school boards should be? What community in the United States would be most like what you would favor?

38) In 1911, Harrington Emerson made a speech at the High School Teachers Association in New York City. The title of his speech was “Efficiency in the High Schools Through the Application of the Principles of Scientific Management” What points do you believe he made? What is scientific management? Do you agree with its principles or not? What do you think should guide the management of schools in contemporary American society?

39) Carl Brigham was the originator of the SAT examination for college entrance. What was Brigham’s education philosophy? How did this guide him in designing the examination and what effect did it have? What do you think about the SAT being used today in the college application process? What are some alternatives to its use?

40) Why have tests been used to determine student placements? Do you agree that tests should determine how students are placed? If you would use tests, how would you use them? If you would not use tests, then what would you use in their place?

41) In the 1920’s and 1930’s educator George Counts asked “Dare the School Build a New Social Order?” What did he mean by this? Do you agree with Counts? If you disagree with Counts, what should the role of the school be?

42) In 1904, an advertising executive wrote, “the advertiser... thrusts (brand names) upon her (the child) as she travels, and all unconsciously engraves itself upon her memory.” Therefore, when the child gets old enough to buy she orders the brand names that have been “thrust” into her unconscious and “...she knows and remembers the names, and does not realize that she has chosen in every instance an article made familiar to her, perhaps, by advertising only.” In 2004, we now have radio, television, and the Internet to convey such messages 24 hours a day. What effect does such advertising have on young people? What obligation does the school have in helping young people deal with advertising that reaches into children without them consciously realizing it? What are you going to do as an educator?

43) Does a differentiated curriculum work against a democracy? Explain your answer either way. What would a “democratic” curriculum look like? Is a democratic curriculum what Horace Mann had in mind? Is a democratic curriculum what John Dewey had in mind?

44) In 1974, the United States Supreme Court in *Lau v. Nichols* decided that “there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.” Do you agree with this decision? What effect does this have or should it have on contemporary schools?

45) The Bilingual Education Act of 1968 provided for the teaching of two languages to those who spoke a language other than English before entering the schools. Do you agree with this? Why or why not? How does this affect you as an educator?

46) Molefi Asante, a leading Afrocentric scholar and advocate, claims that teaching from an Afrocentric point of view will result in “A new consciousness invade(ing) our behavior and consequently with Afrocentricity you see the movies differently, you see other people differently, you read books differently, you see politicians differently; in fact, nothing is as it was before your consciousness.” What is Afrocentrism? Do you agree with Afrocentrism or any “centrism” for that matter? From what point of view do you believe subjects should be taught? How would your “centrism” shape the curriculum?

47) Lerone Bennett, an editor for *Ebony* studied textbooks and concluded “The use of textbooks filled with half-truths, evasions and distortions is disastrous to both white and black Americans...[and] white oriented textbooks tend to inoculate white Americans with the virus of racism.” What do you think about Bennett’s statement? What should be done with textbooks? How would this affect how subjects are taught in the classroom?

48) How much influence should businesses have in the schools? In some cases, businesses are operating publicly funded schools. What do you think about this? What happens when schools become businesses? Are the views of Frank Spaulding and Frederick Taylor appropriate for schools? Who should run the schools?

49) Trace the development of the No Child Left Behind legislation? What is the philosophy behind it? What are its legislative antecedents? What are the educational implications of the No Child Left Behind Act (Public Law 107-110)?

50) Develop conceptual statements for the following time periods in the history of education in the United States: 1642 to 1800, 1800 to 1850, 1850 to 1900, 1900 to 1950, 1950 to 2000, 2000 to 2004; and a comprehensive one for the entire period from 1642 to 2004.

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