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KEY=OF - SMITH LENNON

THIS HAPPENED IN AMERICA

HAROLD RUGG AND THE CENSURE OF SOCIAL STUDIES

Information Age Pub Incorporated This long awaited biography of Harold Rugg is a dramatic and compelling story with profound implications for today's educators. Harold Rugg, one of the leading progressive educators of the 20th century, developed an innovative social studies program and textbook series that was censored by conservative critics during the 1940s. Read the full story behind Rugg, the man and the educator, and the critics who attacked him. Harold O. Rugg was professor at Teachers College, Columbia University, and a key leader among the social frontier group that emerged in the 1930s to argue that schools should play a stronger role in helping to reconstruct society. He was author of a best selling social studies textbook series that came under attack from patriotic and business groups in the early years of World War II. The story of his rise and fall encapsulates a pivotal episode in the history of American education and reveals a great deal about the direction of schooling in American life, the many roads not taken, and possibilities for the future. This in-depth examination of Rugg's life and career provides historical perspective on the recurring struggles over education. It will be of interest to every citizen concerned about the future of our democracy. Includes more than 60 photos and graphics.

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EDUCATING ABOUT SOCIAL ISSUES IN THE 20TH AND 21ST CENTURIES VOL 1

A CRITICAL ANNOTATED BIBLIOGRAPHY

IAP Educating About Social Issues in the 20th and 21st Centuries: A Critical Annotated Bibliography, is comprised of critical essays accompanied by annotated bibliographies on a host of programs, models, strategies and concerns vis-à-vis teaching and learning about social issues facing society. The primary goal of the book is to provide undergraduate and graduate students in the field of education, professors of education, and teachers with a valuable resource as they engage in research and practice in relation to teaching about social issues. In the introductory essays, authors present an overview of their respective topics (e.g., The Hunt/Metcalf Model, Science/Technology/Science, Genocide Education). In doing so, they address, among other concerns, the following: key theories, goals, objectives, and the research base. Many also provide a set of recommendations for adapting and/or strengthening a particular model, program or the study of a specific social issue. In the annotated bibliographies accompanying the essays, authors include those works that are considered classics and foundational. They also include research- and practice-oriented articles. Due to space constraints, the annotated bibliographies generally offer a mere sampling of what is available on each approach, program, model, or concern. The book is composed of twenty two chapters and addresses an eclectic array of topics, including but not limited to the following: the history of teaching and learning about social issues; George S. Counts and social issues; propaganda analysis; Harold Rugg's textbook program; Hunt and Metcalf's Reflective Thinking and Social Understanding Model; Donald Oliver, James Shaver and Fred Newmann's Public Issues Model; Massialas and Cox' Inquiry Model; the Engle/Ochoa Decisionmaking Model; human rights education; Holocaust education; education for sustainability; economic education; global education; multicultural education; James Beane's middle level education integrated curriculum model; Science Technology Society (STS); addressing social issues in the English classroom; genocide education; interdisciplinary approaches to incorporating social issues into the curriculum; critical pedagogy; academic freedom; and teacher education.

SOCIAL RECONSTRUCTION

PEOPLE, POLITICS, PERSPECTIVES

IAP ocial Reconstruction as a philosophy, stream of thought or “official program” ois often synonymous with Depression-era Progressivism. But, Social Reconstruction, unlike progressivism, enjoyed political stardom. The spirit of progressivism, at least in terms of education, found a home in those enthusiasts who supported a child-centered perspective of education. Others, such as the essentialists viewed their progressive role as one that advanced the view of essential or basic education as the most sound approach to curriculum and teaching. Still others, more radical in their outlook, believed that progress should be framed with questions about social justice and equity. Proponents of social reconstruction included Harold Rugg and George Counts, although the “movement” was rich with supporters. To date, social reconstruction is only a by word in most texts that deal with the Progressive Era or progressive education, perhaps, because Rugg and Counts, the two most visible proponents, sought and received the political limelight, no matter how glaring. In any event, the depths of social reconstruction have yet to be plumbed. Hence, the first book in this series will offer a comprehensive treatment of Social Reconstruction, which include chapters that examine its proponents, political nature, and social justice programs born of and within the tumultuous context of progressive politics.

FEAR AND SCHOOLING

UNDERSTANDING THE TROUBLED HISTORY OF PROGRESSIVE EDUCATION

Routledge By exploring the tensions, impacts, and origins of major controversies relating to schooling and curricula since the early twentieth century, this insightful text illustrates how fear has played a key role in steering the development of education in the United States. Through rigorous historical investigation, Evans demonstrates how numerous public disputes over specific curricular content have been driven by broader societal hopes and fears. Illustrating how the population's concerns have been historically projected onto American schooling, the text posits educational debate and controversy as a means by which we struggle over changing anxieties and competing visions of the future, and in doing so, limit influence of key progressive initiatives. Episodes examined include the Rugg

textbook controversy, the 1950s "crisis" over progressive education, the MACOS dispute, conservative restoration, culture war battles, and corporate school reform. In examining specific periods of intense controversy, and drawing on previously untapped archival sources, the author identifies patterns and discontinuities and explains the origins, development, and results of each case. Ultimately, this volume powerfully reveals the danger that fear-based controversies pose to hopes for democratic education. This informative and insightful text will be of interest to graduate and postgraduate students, researchers, and academics in the fields of educational reform, history of education, curriculum studies, and sociology of education.

ROUTLEDGE ENCYCLOPAEDIA OF EDUCATIONAL THINKERS

Routledge The Routledge Encyclopaedia of Educational Thinkers comprises 128 essays by leading scholars analysing the most important, influential, innovative and interesting thinkers on education of all time. Each of the chronologically arranged entries explores why a particular thinker is significant for those who study education and explores the social, historical and political contexts in which the thinker worked. Ranging from Confucius and Montessori to Dewey and Edward de Bono, the entries form concise, accessible summaries of the greatest or most influential educational thinkers of past and present times. Each essay includes the following features; concise biographical information on the individual, an outline of the individual's key achievements and activities, an assessment of their impact and influence, a list of their major writings, suggested further reading. Carefully brought together to present a balance of gender and geographical contexts as well as areas of thought and work in the broad field of education, this substantial volume provides a unique history and overview of figures who have shaped education and educational thinking throughout the world. Combining and building upon two internationally renowned volumes, this collection is deliberately broad in scope, crossing centuries, boundaries and disciplines. The Encyclopaedia therefore provides a perfect introduction to the huge range and diversity of educational thought. Offering an accessible means of understanding the emergence and development of what is currently seen in the classroom, this Encyclopaedia is an invaluable reference guide for all students of education, including undergraduates and post-graduates in education or teacher training and students of related disciplines.

ADDRESSING SOCIAL ISSUES IN THE CLASSROOM AND BEYOND

THE PEDAGOGICAL EFFORTS OF PIONEERS IN THE FIELD

IAP Addressing Social Issues in the Classroom and Beyond: The Pedagogical Efforts of Pioneers in the Field is comprised of essays that delineate the genesis and evolution of the thought and work of pioneers in the field of social issues and education. The authors (many of whom, themselves, are noted professors of education and who have done significant work in the field of social issues and education) delineate and analyze the efforts (e.g., theoretical work, research, curriculum development, and teaching) of such pioneers within the larger framework of their life-story. As a result, the reader is not only introduced to the significant work of each pioneer but valuable and often fascinating insights into how his/her life experiences informed his/her thinking, beliefs, goals and work. This book constitutes a rich and unusual record of the thinking and accomplishments of those luminaries who worked tirelessly in the belief that a well-educated and well-informed populace was absolutely imperative in a democracy if the latter were to remain healthy and vibrant. Beyond current scholars and students, we believe that this book will be of great interest to a wide spectrum of individuals: teacher educators who perceive the need to avail their students of the rich history, rationales and methods for incorporating the study of social issues across the curriculum; professors who teach history of curriculum courses and/or history of education courses are likely to be drawn to the book, both for the rich stories as well as the bounty of information found in each chapter; those who specialize in autobiographical studies in the field of education are likely to find the book to be remarkably rich and valuable both for their own research as well as in their teaching; secondary level teachers in science, social studies, and English who are interested in incorporating the study of social issues into the courses they teach will glean incredibly rich insights into why and how to go about such an endeavor; and future scholars and students who care deeply about how society impacts education, education impacts society, and how individuals and groups can have a positive impact on society through their collective efforts are bound to find the book both fascinating and instructive.

THINKING WITH MAPS

UNDERSTANDING THE WORLD THROUGH SPATIALIZATION

Rowman & Littlefield Thinking with Maps takes readers on a journey through both traditional and modern mapping in order to learn how to conceive of mapping as fundamental to cognition and, thus, to what it means to be human. Each chapter considers an aspect of how we use maps. Examples from around the world show how learning can be made more relevant.

PATRIOTIC EDUCATION IN A GLOBAL AGE

University of Chicago Press Should schools attempt to cultivate patriotism? If so, why? And what conception of patriotism should drive those efforts? Is patriotism essential to preserving national unity, sustaining vigorous commitment to just institutions, or motivating national service? Are the hazards of patriotism so great as to overshadow its potential benefits? Is there a genuinely virtuous form of patriotism that societies and schools should strive to cultivate? In *Patriotic Education in a Global Age*, philosopher Randall Curren and historian Charles Dorn address these questions as they seek to understand what role patriotism might legitimately play in schools as an aspect of civic education. They trace the aims and rationales that have guided the inculcation of patriotism in American schools over the years, the methods by which schools have sought to cultivate patriotism, and the conceptions of patriotism at work in those aims, rationales, and methods. They then examine what those conceptions mean for justice, education, and human flourishing. Though the history of attempts to cultivate patriotism in schools offers both positive and cautionary lessons, Curren and Dorn ultimately argue that a civic education organized around three components of civic virtue—intelligence, friendship, and competence—and an inclusive and enabling school community can contribute to the development of a virtuous form of patriotism that is compatible with equal citizenship, reasoned dissent, global justice, and devotion to the health of democratic institutions and the natural environment. *Patriotic Education in a Global Age* mounts a spirited defense of democratic institutions as it situates an understanding of patriotism in the context of nationalist, populist, and authoritarian movements in the United States and Europe, and will be of interest to anyone concerned about polarization in public life and the future of democracy.

IN THE SHADOW OF AUTHORITARIANISM

AMERICAN EDUCATION IN THE TWENTIETH CENTURY

Teachers College Press In the Shadow of Authoritarianism explores how American educators, in the wake of World War I, created a student-centered curriculum in response to authoritarian threats abroad. For most of the 20th century, American educators lived in the shadow of ideological, political, cultural, and existential threats (including Prussianism, propaganda, collectivism, dictatorship, totalitarianism, mind control, the space race, and moral relativity). To meet the perceived threat, the American curriculum was gradually moved in a more student-centered direction that focused less on "what to think" and more on "how to think." This book examines the period between World War I and the 1980s, focusing on how U.S. schools countered the influence of fascist and communist ideologies, as well as racial discrimination. Fallace also considers this approach in light of current interests in the Common Core State Standards. "Perhaps the recent rise of new authoritarian threats—not just abroad, but also at home—will rejuvenate our long tradition of democratic education. Schools have served as the bulwarks of democracy before. Let's hope they can do so again, guided by this smart little book." —Jonathan Zimmerman, University of Pennsylvania "Fallace offers a fresh, provocative history of democratic education as it has been practiced in the United States." —Walter Parker, University of Washington

THE OTHER SCHOOL REFORMERS

Harvard University Press The idea that American education has been steered by progressivism is accepted as fact by liberals and conservatives alike. Adam Laats shows that this belief is wrong. Calling to center stage conservatives who shaped America's classrooms, he shows that in the long march of American public education, progressive reform has been a beleaguered dream.

HANDBOOK ON TEACHING SOCIAL ISSUES

2ND EDITION

IAP The Handbook on Teaching Social Issues, 2nd edition, provides teachers and teacher educators with a comprehensive guide to teaching social issues in the classroom. This second edition re-frames the teaching of social issues with a dedicated emphasis on issues of social justice. It raises the potential for a new and stronger focus on social issues instruction in schools. Contributors include many of the leading experts in the field of social studies education. Issues-centered social studies is an approach to teaching history, government, geography, economics and other subject related courses through a focus on persistent social issues. The emphasis is on problematic questions that need to be addressed and investigated in-depth to increase social understanding, active participation, and social progress. Questions or issues may address problems of the past, present, or future, and involve disagreement over facts, definitions, values, and beliefs arising in the study of any of the social studies disciplines, or other aspects of human affairs. The authors and editor believe that this approach should be at the heart of social studies instruction in schools. ENDORSEMENTS "At a time when even the world's most stable democracies are backsliding towards autocratic rule, Ronald Evans has pulled together an essential guide for teachers who want to do something about it. The 2nd edition of the Handbook on Teaching Social Issues is a brilliant and timely collection that should be the constant companion for teachers across the disciplines." Joel Westheimer University Research Chair in Democracy and Education University of Ottawa "The Handbook on Teaching Social Issues (2nd edition) is a fantastic resource for teachers, teacher educators, and professional development specialists who are interested in ensuring that social issues are at the center of the curriculum. The chapters are focused on the most important contemporary thinking about what social issues are, why they are so important for young people to learn about, and what research indicates are the most effective pedagogical approaches. The wide-ranging theoretical and practical expertise of the editor and all of the chapter authors account for why this handbook makes such an exceptional contribution to our understanding of how and why the social issues approach is so important and stimulating." Diana Hess Dean, UW-Madison School of Education Karen A. Falk Distinguished Chair of Education "Democracy, both as a form of governance and a reservoir of principles and practices, faces an existential threat. The Handbook on Teaching Social Issues is a perfectly-timed and wonderfully engaging exploration of what lies at the heart of social studies curriculum: social inquiry for democratic life. The authors provide conceptual frames, classroom strategies and deep insights about the complex and utterly crucial work of education for democratic citizenship. Education like that conceptualized and described in this volume is a curative so needed at this critical moment. Ron Evans and his colleagues have delivered, assembling an outstanding set of contributions to the field. The Handbook underscores John Dewey's now-haunting invocation that democracy must be renewed with each generation and an education worthy of its name is the handmaiden of democratic rebirth." William Gaudelli Dean and Professor Lehigh University "This volume is so timely and relevant for democratic education. Instead of retreating to separate ideological corners, the authors in this handbook invite us to engage in deliberative discourse that requires civic reasoning and often requires us to meet in a place that serves us all." Gloria Ladson-Billings, Professor Emerita Department of Curriculum & Instruction University of Wisconsin President, National Academy of Education Fellow, AERA, AAAS, and Hagler Institute @ Texas A&M "At the heart of our divisive political and social climate is the need to understand and provide clarity over polarizing concepts. Historically, confusion and resistance has hindered the nation's growth as a democratic nation. Typically, the most vulnerable in our society has suffered the most from our unwillingness to reconceptualize society. The Handbook on Teaching Social Issues, 2nd edition, is a good step in helping social studies educators, students, and laypersons realize a new society that focuses on equity. With over 30 chapters, Ronald Evans and his colleagues' centered inquiry, critical thinking, controversy, and action to challenge ideologies and connect social studies to student's lives and the real world. The first edition helped me as a young social studies teacher; I am excited to use the 2nd edition with my teacher education students!" LaGarrett King Isabella Wade Lyda and Paul Lyda Professor of Education Founding Director, CARTER Center for K-12 Black history education University of Missouri "Ronald Evans has curated a collection of informative contributions that will serve as an indispensable resource for social studies educators committed to engaging their students in the thoughtful examination of social issues. The Handbook on Teaching Social Issues, 2nd edition, articulates the historical, definitional, and conceptual foundations of social issues education. It offers clear presentations of general guidelines for unit planning, discussion methods, and assessment. It identifies specific teaching strategies, resources, and sample lessons for investigating a range of persistent and contemporary social issues on the elementary, middle, and secondary levels through the social studies disciplines. Updated with perspectives on education for social justice that have emerged since the first edition, this edition effectively situates social issues education in the contemporary sociopolitical milieu. The Handbook on Teaching Social Issues, is a timely, accessible, and practical guide to involving students in a vital facet of citizenship in a democracy." William G. Wraga, Professor Dean's Office Mary Frances Early College of Education University of Georgia "The Handbook on Teaching Social Issues, 2nd edition is a long-awaited, welcome, and timely volume. It is apparent that the foundational tenets of the first edition have served social studies professionals well over the past 25 years, given the growth of social issues scholarship showcased in this new edition. Notable is the re-framing and presentation here of scholarship through a social justice lens. I appreciate the offering of unique tools on an array of specific, critical topics that fill gaps in our pedagogical content knowledge. This volume will sit right alongside my dog-eared 1996 edition and fortify many methods courses, theses, and dissertations to come. Sincere thanks to the editor and authors for what I am certain will be an enduring, catalyzing contribution." Nancy C. Patterson Professor of Education Social Studies Content Area Coordinator Bowling Green State University "The Handbook on Teaching Social Issues is a tool that every informed social studies educator should have in their instructional repertoire. Helping students understand how to investigate and take action against problems is essential to developing a better world. The articles in this handbook provide explanations and reasonings behind issues-centered education as well as strategies to employ at every age level of learning. I look forward to using this edition with the K-12 social studies teachers in my district in order to better prepare our students for future learning and living." Kelli Hutt, Social Studies Curriculum Facilitator Dallas Center-Grimes CSD Grimes, Iowa "Ron Evans has chosen an appropriate time to create a companion publication to the first Handbook on Teaching Social Issues published in 1996. During the last few years, social studies teachers have been confronted by student inquiries on a plethora of historical and contemporary issues that implores for the implementation of an interdisciplinary approach to the teaching of anthropology, economics, geography, government, history, sociology, and psychology in order for students to make sense of the world around them and develop their own voices. This demands a student centered focus in the classroom where problematic questions must be addressed and investigated in depth in order to increase social understanding and active participation toward social progress. This volume provides crucial upgrades to the original handbook including a greater emphasis on teaching issues in the elementary grades, the inclusion of issues pertaining to human rights, genocide and sustainability to be addressed in the secondary grades, and addressing issues related to disabilities." Mark Previte, Associate Professor of Secondary Education University of Pittsburgh-Johnstown Chair, NCSS Issues Centered Education Community

THE SOCIAL FRONTIER

A CRITICAL READER

Peter Lang The Social Frontier is the most interesting and important educational journal to emerge from the Great Depression. First published in 1934 by a group of scholars at Teachers College, Columbia University that included George Counts and William Heard Kilpatrick, the magazine represented a conscious act of social and political reconstruction. With a strong «collectivist» orientation, the magazine was widely misperceived as communist in its approach. In fact, its editorial position called for a greater social role for teachers and a more just and equitable system of schooling. The magazine, which was published for a total of nine years, included articles by major educational and social thinkers of the period from John Dewey to Robert Hutchins and Harold Rugg. Within months of the magazine's first issue it came under attack by right-wing political groups, particularly the Hurst newspaper chain. The Social Frontier: A Critical Reader provides a selection of the most interesting and historically important articles from the magazine with a comprehensive introduction and critical commentaries on the selected articles, which are as timely today as they were when first published seventy-five years ago.

CURRICULUM

FROM THEORY TO PRACTICE

Rowman & Littlefield This updated second edition of Curriculum: From Theory to Practice provides an introduction to curriculum theory and how it relates to classroom practice. Wesley Null builds upon recent developments while at the same time continuing to provide a unique organization of the curriculum field into five traditions: systematic, existential, radical, pragmatic, and deliberative. Null discusses the philosophical foundations of curriculum as well as historical and contemporary figures who have shaped each curriculum tradition. To ensure breadth and scope, Null has expanded this second edition to include figures not present in the first. Additionally, after a chapter on each of the five perspectives, Null presents case studies that describe realistic and specific curriculum problems that commonly arise within educational institutions at all levels. Scholars and practitioners alike are given opportunities to practice resolving curriculum problems through deliberation. Each case study focuses on a critical issue such as the implementation of curriculum standards, the attempt to reform core curriculum within universities, and the complex practice of curriculum making. In the final chapter, Null offers a vision for the curriculum field that connects curriculum deliberation with recent developments in moral philosophy.

LEADERS IN SOCIAL EDUCATION

INTELLECTUAL SELF-PORTRAITS

Springer Research in social education over the last forty years has broken new ground in such areas as historical understanding, civic education, cultural studies, and curriculum and assessment. This collection is comprised of reflections on the professional trajectories of nineteen leading social studies scholars. Demonstrating that their professional interests have emerged from their autobiographies, the scholars write about their personal influences, professional choices, and contributions. The book reveals how social justice, difference and diversity, and a commitment to the ongoing project of democracy have been central to their work. The chapters in this volume reveal leading social educators' determined sense of urgency about making the world a better place through their leadership in the field. Each essay provides students, practitioners, and researchers alike with background on the nineteen scholars. Also, the scholars provide lists of their favorite publications as well as the works of other scholars that influenced them. Taken together, the chapters in this volume offer thoughts on the past, present, and future of social studies.

EDUCATING ABOUT SOCIAL ISSUES IN THE 20TH AND 21ST CENTURIES VOL. 2

A CRITICAL ANNOTATED BIBLIOGRAPHY

IAP Over the course of the past decade and a half, we, Samuel Totten and Jon E. Pedersen, have co-edited a series of books on teaching and learning about social issues. Our goal has been to build a series that would broadly represent the work that has been undertaken over the past 110 plus years related to the field of teaching and learning about social issues. As we created and added to the series (see for example: *Addressing Social Issues in the Classroom and Beyond: The Pedagogical Efforts of Pioneers in the Field; Researching and Teaching Social Issues: The Personal Stories and Pedagogical Efforts of Professors of Education; Teaching and Studying Social Issues: Major Programs and Approaches*), we came to the conclusion that the development of an annotated bibliography of the key works (books, chapters, articles, reports, and research) on a wide-range of issues/topics germane to teaching and learning about social issues was a logical addition to the series. In *Educating About Social Issues in the 20th and 21st Centuries Volume 1: A Critical Annotated Bibliography* (which was published in early 2012), the focus was on a host of programs, models, strategies and concerns vis-à-vis teaching and learning about social issues. This new book constitutes Volume Two in the series entitled *Educating About Social Issues in the Twentieth and Twenty First Centuries* and picks up where Volume One left off. Included in this book are the pioneering works of the following: Boyd Bode, Alan F. Griffin, G. Gordon Hullfish, Richard Gross, Robert Yager, and James Banks. Collectively, their work on social issues spans the period between the late 1930s through the present (with James Banks and Robert Yager continuing to publish through today). As for the subjects/topics (other than pioneers of teaching about social issues) addressed in this volume, they are: *Issues-Centered Approaches to Teaching Geography, Addressing Social Issues in Sociology and Anthropology Courses, Peace Studies, The Vietnam War, and LGBT.*

TEACHING AND STUDYING SOCIAL ISSUES

MAJOR PROGRAMS AND APPROACHES

IAP *Teaching and Studying Social Issues: Major Programs and Approaches* focuses on many of the major innovations developed over the past 100 years by noted educators to assist students in the study and analysis of key social issues that impact their lives and society. This book complements earlier books that address other aspects of studying and addressing social issues in the secondary classroom: *Researching and Teaching Social Issues: The Personal Stories and Pedagogical Efforts of Professors of Education* (Lexington, Books, 2006); *Addressing Social Issues in the Classroom and Beyond: The Pedagogical Efforts of Pioneers in the Field* (Information Age Publishing, 2007); and *Social Issues and Service at the Middle Level* (Information Age Publishers, 2009). The current book ranges in scope from Harold Rugg's pioneering effort to develop textbooks that purposely addressed key social issues (and thus provided teachers and students with a major tool with which to examine social issues in the classroom) to the relatively new efforts over the last 20 to 30 years, including global education, environmental education, Science/Technology/Society (STS), and genocide education. This book provides the readers with details about the innovators their innovations so they can (1) learn from past efforts, particularly in regard to what worked and didn't work and why, (2) glean new ideas, methods and approaches for use in their own classrooms, and (3) craft new methods and approaches based on the strengths of past innovations.

REDISCOVERING JOHN DEWEY

HOW HIS PSYCHOLOGY TRANSFORMS OUR EDUCATION

Springer Nature This book tries to trace Dewey's intellectual history from his early years to the end, focusing on the themes of psychology and the psychological aspect of education in Dewey's lifelong writing. The author mixed the discussion on Dewey's work with his life stories and shows readers how his ideas evolved over time. In turn, the book offers a critical review of his ideas in the areas of psychology and education. Lastly, it assesses Dewey's involvement in and impact on education. In short, it provides a comprehensive account of his legacy in psychology and education.

CONSTRUCTIVISM AND THE NEW SOCIAL STUDIES

A COLLECTION OF CLASSIC INQUIRY LESSONS

IAP The New Social Studies refers to a flurry of academic and commercial activity during the 1960s and 1970s that resulted in the mass development and dissemination of revolutionary classroom materials and teacher resources. In science as well as social studies, a spirit of "inquiry-based teaching" filled the air during this time, resulting in the development of curricula that were both pedagogically innovative and intellectually rigorous. "Constructivism and the New Social Studies" contains a collection of classic lessons from some of the most successful projects of the era, providing a resource of exceptional ideas and materials that have stood the test of time. These revealing artifacts are presented with commentaries from some of the original directors of major projects, including Edwin Fenton, Barry Beyer, and Suzanne Helburn. In addition to American and World History, groundbreaking lessons are represented in Economics, Government, Sociology, and Geography, including the Public Issues Series (Fred Newann), The Amherst History Project (Richard Brown and Geoffrey Scheurman) and *Teaching American History: The Quest for Relevancy* (Allan Kownslar, Gerald Ponder, and Geneva Gay), and *Man: A Course of Study* (Peter Dow). With a Foreword by Jerome Bruner, the volume not only provides a resource of exceptional curriculum ideas and actual materials, it also builds a lucid bridge between the theoretical ideas of constructivism and the pedagogical principles of inquiry learning. With over 50 years of expertise from curriculum history and social studies pedagogy, the editors make the case that "guided inquiry" as presented in these projects was constructivist by design, offering a range of instructional methods that begin with questions rather than answers and considers progress in terms of the development of analytical skills and experimental habits of mind rather than the mere acquisition of knowledge. Projects developed during the New Social Studies serve as both an interesting historical archive of powerful curricular innovations as well as a treasure trove of actual lessons and materials still useful in social studies classrooms striving to become more constructivist. The lessons and other materials we chose should be relevant if you are an historian, researcher, theorist, or teacher of any subject, but it will be especially significant if you are interested in the nature of social, civic, or historical literacy in America, including how to teach for authentic achievement in those areas.

THE WILEY HANDBOOK OF SOCIAL STUDIES RESEARCH

John Wiley & Sons The Wiley Handbook of Social Studies Research is a wide-ranging resource on the current state of social studies education. This timely work not only reflects on the many recent developments in the field, but also explores emerging trends. This is the first major reference work on social studies education and research in a decade. An in-depth look at the current state of social studies education and emerging trends. Three sections cover: foundations of social studies research, theoretical and methodological frameworks guiding social studies research, and current trends and research related to teaching and learning social studies. A state-of-the-art guide for both graduate students and established researchers. Guided by an advisory board of well-respected scholars in social studies education research.

JOHN DEWEY AND THE DAWN OF SOCIAL STUDIES

UNRAVELING CONFLICTING INTERPRETATIONS OF THE 1916 REPORT

IAP Founding documents—namely, the 1916 Report on Social Studies—is the focus of *John Dewey and the Dawn of Social Studies: Unraveling Conflicting Interpretations of the 1916 Report* which examines the Report in order to determine how it has been interpreted and regarded over time. The underlying question involved is: “Which interpretation, or interpretations, most embodies the intent, goals, and purpose of the 1916 Committee?” Key members of the 1916 committee have been identified for extended research and analysis. One additional individual frequently quoted throughout the Report, John Dewey, received special consideration owing to his stature and influence in the U.S. and throughout the world. The wide variety of interpretations was examined within an organizational framework utilized to discuss and analyze the broad spectrum of interpretations that exist. This examination encompassed the existing theories, the meaning and intent of the 1916 committee, as well as the social and political aspects of the era. The overarching intent of founding documents, in this case the 1916 Report, is to make sense of the various scholarly interpretations and offer insights as to whether or not a consensus of opinion among scholars existed. Like all important founding documents whose authors have long since passed through the veil of history, but whose work continues to influence, we, as scholars, social studies and history educators, and curriculum and instruction researchers, want to know whose ideas are at the forefront of social studies—one of the most contested academic fields of study in America.

ENCYCLOPEDIA OF EDUCATIONAL THEORY AND PHILOSOPHY

SAGE Education is a field sometimes beset by theories-of-the-day and with easy panaceas that overpromise the degree to which they can alleviate pressing educational problems. The two-volume *Encyclopedia of Educational Theory and Philosophy* introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice. Drawing together a team of international scholars, this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses. In addition to interpretations of long-established theories, this work offers essays on cutting-edge research and concise, to-the-point definitions of key concepts, ideas, schools, and figures. Features: Over 300 signed entries by trusted experts in the field are organized into two volumes and overseen by a distinguished General Editor and an international Editorial Board. Entries are followed by cross references and further reading suggestions. A Chronology of Theory within the field of education highlights developments over the centuries; a Reader’s Guide groups entries thematically, and a master Bibliography facilitates further study. The Reader’s Guide, detailed index, and cross references combine for strong search-and-browse capabilities in the electronic version. Available in a choice of print or electronic formats, *Encyclopedia of Educational Theory and Philosophy* is an ideal reference for anyone interested in the roots of contemporary educational theory.

THE NEW SOCIAL STUDIES

PEOPLE, PROJECTS AND PERSPECTIVES

IAP This volume, *The New Social Studies: People, Projects and Perspectives* is not an attempt to be the comprehensive book on the era. Given the sheer number of projects that task would be impossible. However, the current lack of knowledge about the politics, people and projects of the NSS is unfortunate as it often appears that new scholars are reinventing the wheel due to their lack of knowledge about the history of the social studies field. The goal of this book then, is to sample the projects and individuals involved with the New Social Studies (NSS) in an attempt to provide an understanding of what came before and to suggest guidance to those concerned with social studies reform in the future—especially in light of the standardization of curriculum and assessment currently underway in many states. The authors who contributed to this project were recruited with several goals in mind including a broad range of ages, interests and experiences with the NSS from participants during the NSS era through new, young scholars who had never heard much about the NSS. As many of the authors remind us in their chapters, much has been written, of the failure of the NSS. However, in every chapter of this book, the authors also point out the remnants of the projects that remain.

THE HISTORY OF EVIL IN THE EARLY TWENTIETH CENTURY

1900-1950 CE

Routledge The fifth volume of *The History of Evil* covers the twentieth century from 1900 through 1950. The period saw the maturation of intellectual movements such as Pragmatism and Phenomenology, and the full emergence of several new academic disciplines; all these provided novel intellectual tools that were used to shed light on a human capacity for evil that was becoming increasingly hard to ignore. An underlying theme of this volume is the effort to reconstruct an understanding of human nature after confidence in its intrinsic goodness and moral character had been shaken by world events. The chapters in this volume cover globally relevant topics such as education, propaganda, power, oppression, and genocide, and include perspectives on evil drawn from across the world. Theological and atheistic responses to evil are also examined in the volume. This outstanding treatment of approaches to evil at a determinative period of modernity will appeal to those with interests in the intellectual history of the era, as well as to those with interests in the political, philosophical and theological movements that matured within it.??

TEACHING MIDDLE LEVEL SOCIAL STUDIES

A PRACTICAL GUIDE FOR 4TH-8TH GRADE (3RD EDITION)

IAP This textbook is a comprehensive and practical guide to teaching middle level social studies. Middle level students are just as capable as high school students at engaging in hands-on, progressive, reflective activities, yet pedagogical strategies designed specifically for the middle grades are often overlooked in teacher education programs. This text provides both progressive and traditional teaching methods and strategies proven effective in the middle level classroom. The content of this book consists of conventional chapters such as “What is Social Studies?” and “Unit and Curriculum Planning,” as well as unique chapters such as “The Middle Level Learner”, “Best Practices for Teaching State History” and “Integrating the “Core” Subjects in Middle Level Social Studies”. In addition to the unique chapters and lesson plans many additional features of the book will be useful for middle level teaching and learning. These features include: • A list of website resources that provide links to thousands of lesson plans, state and national standards, and other multimedia tools that can be used in the classroom. • Individual, collaborative, and whole class activities that will help methods students develop a better understanding of the topics, lessons, and strategies discussed. • High quality lesson ideas and classroom tested teaching strategies embedded throughout the book. • Images of student work samples that will methods students visualize the finished product that is being discussed. • An examination of state and national standards that will help guide methods students in their lesson planning

WORKS ABOUT JOHN DEWEY, 1886-2012

SIU Press *Works of John Dewey, 1886-2012* is an invaluable and meticulously compiled resource for the growing number of scholars and researchers seeking a deeper understanding of the work of the prominent American philosopher, psychologist, and educational reformer. Dewey (1859-1952), an influential philosopher credited with the founding of pragmatism and also recognized as a pioneer in functional psychology and the progressive moment in education, was hailed by *Life* magazine in 1990 as one of the one hundred most important Americans of the twentieth century. This rich and continually expanding compendium of historical and more recent essays, research, and references is a testament to the growing interest in Dewey’s intellectual work and his measurable impact in the United States and throughout the world. In *Works of John Dewey, 1886-2012*, some four thousand new entries are presented in ebook format, in addition to those from earlier print and electronic editions dating back to 1995. Copies of most of the works have been obtained and are stored at the Center for Dewey Studies. For the first time, users can access all items from all editions in one user-friendly format. Jump links to alphabetical sections facilitate movement through the vast collection of entries. Users can search by keyword and author.

THE IMPORTANCE OF TEACHING SOCIAL ISSUES

OUR PEDAGOGICAL CREEDS

Routledge John Dewey's My Pedagogical Creed outlined his beliefs in regard to teaching and learning. In this volume, prominent contemporary teacher educators such as Diana Hess, Geneva Gay and O.L. Davis follow in Dewey's footsteps, articulating their own pedagogical creeds as they relate to educating about social issues. Through personal stories, each contributor reveals the major concerns, tenets, and interests behind their own teaching and research, including the experiences underlying their motivation to explore social issues via the school curriculum. Rich with biographical detail, *The Importance of Teaching Social Issues* combines diverse voices from curriculum theory, social studies education, science education, and critical theory, providing a unique volume relevant for today's teachers and education scholars.

SAN DIEGO YESTERDAY

Arcadia Publishing San Diego today is a vibrant and bustling coastal city, but it wasn't always so. The city's transformation from a rough-hewn border town and frontier port to a vital military center was marked by growing pains and political clashes. Civic highs and criminal lows have defined San Diego's rise through the nineteenth and twentieth centuries into a preeminent Sun Belt city. Historian Richard W. Crawford recalls the significant events and one-of-a-kind characters like benefactor Frank "Booze" Beyer, baseball hero Albert Spalding and novelist Scott O'Dell. Join Crawford for a collection that recounts how San Diego yesterday laid the foundation for the city's bright future.

CURRICULUM AND TEACHING DIALOGUE

VOL. 16 # 1 & 2

IAP Curriculum and Teaching Dialogue (CTD) is a publication of the American Association of Teaching and Curriculum (AATC), a national learned society for the scholarly fields of teaching and curriculum. The fields includes those working on the theory, design and evaluation of educational programs at large. University faculty members identified with this field are typically affiliated with the departments of curriculum and instruction, teacher education, educational foundations, elementary education, secondary education, and higher education. CTD promotes all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum. In fulfillment of this mission, CTD addresses a range of issues across the broad fields of educational research and policy for all grade levels and types of educational programs.

THE SOCIAL STUDIES PROFESSIONAL

A NEWSLETTER FROM THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

AMERICAN EDUCATIONAL HISTORY JOURNAL

VOLUME 42 # 1-2

IAP The American Educational History Journal is a peer-reviewed, national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines. The editors of AEHJ encourage communication between scholars from numerous disciplines, nationalities, institutions, and backgrounds. Authors come from a variety of disciplines including political science, curriculum, history, philosophy, teacher education, and educational leadership. Acceptance for publication in AEHJ requires that each author present a well-articulated argument that deals substantively with questions of educational history.

MARKING THE "INVISIBLE"

ARTICULATING WHITENESS IN SOCIAL STUDIES EDUCATION

IAP Substantial research has been put forth calling for the field of social studies education to engage in work dealing with the influence of race and racism within education and society (Branch, 2003; Chandler, 2015; Chandler & Hawley, 2017; Husband, 2010; King & Chandler, 2016; Ladson-Billings, 2003; Ooka Pang, Rivera & Gillette, 1998). Previous contributions have examined the presence and influence of race/ism within the field of social studies teaching and research (e.g. Chandler, 2015, Chandler & Hawley, 2017; Ladson-Billings, 2003; Woyshner & Bohan, 2012). In order to challenge the presence of racism within social studies, research must attend to the control that whiteness and white supremacy maintain within the field. This edited volume builds from these previous works to take on whiteness and white supremacy directly in social studies education. In *Marking the "Invisible"*, editors assemble original contributions from scholars working to expose whiteness and disrupt white supremacy in the field of social studies education. We argue for an articulation of whiteness within the field of social studies education in pursuit of directly challenging its influences on teaching, learning, and research. Across 27 chapters, authors call out the strategies deployed by white supremacy and acknowledge the depths by which it is used to control, manipulate, confine, and define identities, communities, citizenships, and historical narratives. This edited volume promotes the reshaping of social studies education to: support the histories, experiences, and lives of Students and Teachers of Color, challenge settler colonialism and color-evasiveness, develop racial literacy, and promote justice-oriented teaching and learning. Praise for *Marking the "Invisible"* "As the theorization of race and racism continues to gain traction in social studies education, this volume offers a much-needed foundational grounding for the field. From the foreword to the epilogue, *Marking the "Invisible"* foregrounds conversations of whiteness in notions of supremacy, dominance, and rage. The chapters offer an opportunity for social studies educators to position critical theories of race such as critical race theory, intersectionality, and settler colonialism at the forefront of critical examinations of whiteness. Any social studies educator -researcher concerned with the theorization or teaching of race should engage with this text in their work." Christopher L. Busey, University of Florida

EDUCATING ABOUT SOCIAL ISSUES IN THE 20TH AND 21ST CENTURIES - VOL 4

CRITICAL PEDAGOGUES AND THEIR PEDAGOGICAL THEORIES

IAP This volume is the fourth, and last, volume in the series entitled *Educating About Social Issues in the 20th and 21st Centuries: An Annotated Bibliography*. Volumes I and Volume 2 focused on (1) the lives and work of notable scholars dedicated to addressing why and how social issues should become an integral component of the public school curriculum, and (2) various topics/approaches vis-à-vis addressing social issues in the classroom. Volume 3 addressed approaches to incorporating social issues into the extant curricula that were not addressed in the first two volumes. This volume, Volume Four, focuses solely on critical pedagogy: both the lives and work of major critical pedagogues and the different strains of critical pedagogy the latter pursued (e.g., critical theory in education, critical feminism in education, critical race theory).

TEACHING MARX

THE SOCIALIST CHALLENGE

IAP We are in the midst of yet another global crisis in capitalism. In the UK, we have the most right wing and ideologically driven government since Thatcher; a ruthless cabal of millionaires intent on destroying the welfare state. In the US, President Obama, whose

initial record did not live up to the expectations of many on the Left, is increasingly driven by right-wing republicanism and other corporate interests. At the same time, there are developments in Latin America, in particular Venezuela, which are heralding the dawn of a new politics, and recovering the voice of Marx, but with a twenty-first century socialist focus, thus giving hope to the lives of millions of working people throughout the world. This is why the world media is intent on discrediting President Hugo Chávez; and insisting that ordinary people have to pay the cost of the crisis in capitalism. The Arab Spring and the Occupy movement also show signs of an anti-capitalist movement in embryo. In Greece, perhaps more than anywhere else in Europe (even France), the austerity-stricken working-classes are pushing for real existing socialism. It is therefore not surprising that the ruling class of Greece is increasingly supporting the neo-Nazi, fascist Golden Dawn party threatening civil war should they lose power as a class. Now is a prescient time to bring twenty-first century socialism to the educational institutions of the world, to teach Marx across the curriculum and across the globe. Through this volume our goal was to contribute to the literature by concretely demonstrating the practical implications of Marx's theory to curriculum. However, while this book provides concrete examples of how Marx can and has informed a revolutionary critical education, it is not intended to be prescriptive. That is, the chapters should not be read as a how to guide, but they should be taken as inspiration for new, creative approaches to Teaching Marx and interpreting and posing The Socialist Challenge.

CURRICULUM, PEDAGOGY AND EDUCATIONAL RESEARCH

THE WORK OF LAWRENCE STENHOUSE

Routledge Lawrence Stenhouse was one of the most distinguished, original and influential educationalists of his generation. His theories about curriculum, curriculum development, pedagogy, teacher research, and research as a basis for teaching remain compelling and fresh and continue to be a counterpoint to instrumental and technocratic thinking in education. In this book, renowned educationalists describe Stenhouse's contribution to education, explore the contemporary relevance of his thinking and bring his work and legacy to the attention of a wide range of students, teachers, teacher educators and others involved in education. Stenhouse saw the primary aim of education as the development of individuality through a creative and critical engagement with culture. He was an early advocate of inclusive education and was committed to making available to all pupils an education that was challenging and empowering. For Stenhouse many of the problems of education stemmed not so much from its content as from the terms and conditions under which students were required to access it. Consequently he pioneered an approach to curriculum reform that stressed the quality of the educational process and the values that defined it, as opposed to 'rational curriculum planning', which stressed the pre-specification of measureable learning outcomes. Stenhouse devised the curriculum reform movement's most ambitious strategy, 'the process model', and was its principal theorist. His idea of 'the teacher as researcher' lay at the heart of this strategy as the means by which the values that define a worthwhile educational process could be progressively realized by teachers in concrete forms of action within their classrooms and schools. What marked out Stenhouse's unique contribution to the field of curriculum was his distinctive conceptualisation of the relationship between the teacher (authority), the learner (autonomy) and the subject matter (understanding). Founded on his epistemological scepticism and forged in his encounters with expertly discerning teachers who valued and nurtured the intellectual independence of students, Stenhouse acquired an acute appreciation of the ways in which teaching enhances or inhibits, develops or displaces the potential for autonomous thinking of students. He changed the relationship between curriculum theory, educational research and teachers; placing teachers right at the heart of the curriculum development process and the teacher as researcher at the heart of teacher professionalism.

THE HOPE FOR AMERICAN SCHOOL REFORM

THE COLD WAR PURSUIT OF INQUIRY LEARNING IN SOCIAL STUDIES

Palgrave Macmillan As the issue of school reform grows ever more intense, it is imperative that we learn what we can from previous efforts. The "new social studies" was a 1960s attempt to transform the teaching of history and the social sciences in schools. With origins in the Cold War, the movement sought to develop critical thinkers through "inquiry" and "discovery." Though it led to a veritable treasure trove of innovative materials, the "revolution" envisioned by its proponents never materialized. Engagingly written and drawing on previously untapped archival sources, *The Hope for American School Reform* offers an insightful perspective on current trends.

THE CURRICULUM STUDIES READER

Routledge In this sixth edition of David J. Flinders and Stephen J. Thornton's ground-breaking anthology, the editors assemble the best in past and present curriculum studies scholarship. From John Dewey's nineteenth-century creed to Nel Noddings' provocative call to revive the spirit of the liberal arts, this thoughtful combination of well-recognized and pivotal work provides a complete survey of the discipline, coupled with concrete examples of innovative curriculum and an examination of current topics. New to this edition is a dynamic set of contemporary and historical contributions tackling issues such as high-stakes testing, multicultural literacy, white supremacy in the curriculum, and climate change. Carefully balanced to engage with the history of curriculum studies while simultaneously looking ahead to its future, *The Curriculum Studies Reader* continues to be the most authoritative collection in the field.

EDUCATIONAL RESEARCH, THE NATIONAL AGENDA, AND EDUCATIONAL REFORM

A HISTORY

IAP *Educational Research, The National Agenda, and Educational Reform* examines the origins, history, nature, purposes, and status of educational research by focusing on the relationships among educational research, the national agenda, educational reform, and the social and behavioral sciences. Its major claim is that the history of educational research is embedded in the nation's social, political, intellectual, and economic histories. Attention is given to three significant periods: the Progressive Era when modern educational research began to assume its present form; the Post-World-War-II-Era when educators and educational researchers were directed to return to or turn to the academic disciplines; and the Civil Rights Era after the Supreme Court in *Brown* ended legal racial segregation and raised questions about equality of educational opportunity that are still with us. These were significant periods when there was a clear national agenda shaped by both public and private agencies. Educators and educational researchers adopted policies and strategies in response to concerns and interests expressed by the public, by government officials, and by philanthropies. Researchers' responses have had long-term consequences as seen in the reaction to *The Coleman Report*, debates about the merits of quantitative research as opposed to qualitative research, the ongoing discussion about the merits of *No Child Left Behind*, the achievement gap, the creation of the Institute of Education Sciences, and the emphasis now placed on "scientifically-based research." The origins of the common school, the work of the philosopher Johann Friedrich Herbart and his followers, and the revolution in scientific method brought about by Charles Darwin's work are included because they serve as the foundation for educational research. Educational researchers' identification with and interest in individual performance and ability and their measurement is related to the close relationship educational researchers have had with psychology, a discipline that typically does not focus on social context. The significance of educational researchers' borrowing from the behavioral sciences, especially psychology, is examined through a discussion of the mental hygiene movement, as supported by private philanthropy, and through consideration of contributors such as G. Stanley Hall, Arnold Gesell, Lewis M. Terman, Daniel Starch, and Stuart A. Courtis.

LEARNING TO TEACH IN AN ERA OF PRIVATIZATION

GLOBAL TRENDS IN TEACHER PREPARATION

Teachers College Press Education policymakers often demonstrate surprisingly little awareness of how popular reforms impact teaching and teacher education. In this book, well-regarded scholars help readers develop a more robust understanding of the nature of teacher preparation, as well as an in-depth grasp of how popular policies, practices, and ideologies have taken root domestically and internationally. Contributors include Deron Boyles, Anthony Cody, Kerry Kretchmar, Carmen Montecinos, Beth Sondel, and Christopher Tienken. "This book will help readers consider the possibilities of democratic visions in the teaching profession and in public education, particularly in this time of intense political polarization when critical citizen engagement with our public institutions and policies is deeply needed." —Janelle Scott, University of California, Berkeley "The chapters in this book make clear that ongoing policy disconnects cannot be ignored and that now is the time to elevate the teaching profession for students who have faced historical inequities." —Julian Vasquez Heilig, dean, University of Kentucky College of Education "Public teaching and teacher education in the U.S. and in many other parts of the world are under assault by concerted efforts to deregulate and marketize them. This collection of essays examines the consequences of these privatization efforts in the U.S., Chile, and Singapore and should be required reading for those wanting to understand their complexity and consequences for teaching and teacher education today." —Ken Zeichner, Boeing Professor of Teacher

Education, University of Washington

CRITICAL ISSUES IN EDUCATION

DIALOGUES AND DIALECTICS, EIGHTH EDITION

Waveland Press Few subjects engender more strongly held beliefs and contrary views than education. The outcomes of debates over education and educational reform impact all citizens. Media coverage of these controversies is sometimes shallow and one-sided, fostering the need to develop critical thinking skills. These skills in turn open opportunities for personal growth, joining the public debate, and helping others participate in critical discussions. The authors of *Critical Issues in Education* present two opposing positions for each of sixteen different hot-button issues, including multiculturalism, school finance, charter schools, teacher evaluation, cyberbullying, and gender equity. Prospective teachers will find the authors' approach eye-opening and stimulating. Ideally, they will teach these valuable skills to their students, who will prosper academically and personally from understanding and considering diverse viewpoints.