

Final Examination: Education 392
Winter Term, 1999 // 20 April 1999

Instructions: Answer any four of the six questions below. Be sure to indicate the number of the question you are answering. All answers must be legibly entered in an examination booklet. Please do not forget to put your name on the booklet. You may use notes, but may not consult any texts. Be sure an empty seat or aisle separates you from the next test taker. The examination ends promptly at 2:30. No talking except to proctors once distribution of examination begins. Good luck. Please accept our best wishes for a successful term, a good summer, and a rewarding career as a teacher.

1. Neil Postman seems to be asserting that if we do not have good and clear ends for education, education as we know it will come to an end. (A) What are some of the positive ends of education explored in this course? (B) How are they different from some of the functions of education? (C) Implicit in Fenstermacher's presentations to the class is an argument for who serves as the "keepers" of these ends (that is, who has primary responsibility for keeping the vision of the good ends of education)? Who are the keepers, and how do they keep the vision?

2. There have been several different sustaining rationales for public schooling in the United States. Among these rationales are: transforming massively different peoples into one people; preparing for nationhood and democratic government, readying students to become workers in industrial society, learning to embrace the spiritual and religious side of life, and promoting tolerance and respect for human differences. Place each of these rationales in historical order and briefly describe how each contributed to the formation or maintenance of schools in the United States.

3. Many analysts of educational finance describe a tight connection between levels of school funding, on the one hand, and social class, race, and ethnicity, on the other. Describe this connection, indicating how it works. Then indicate what the State of Michigan attempted to do to alter this connection. Describe the relative success or failure of this effort. *In addition*, as a result of your reading of *Education Week*, would you say this connection has impacted the school financing in many other states? Briefly explain.

4. What are the differences between Postman's concept of multiculturalism and Cornbleth and Waugh's concept of multiculturalism (be careful to keep in mind Postman's distinction between diversity and multiculturalism)? After describing the differences, consider Cornbleth's and Waugh's extensive attention to the philosophical basis for their position. What do they call their position, and how would you explain it to a school colleague?

5. Compare the relative differences in the control of education by local, state, and federal governments 50 years ago to what it is today. After completing this comparison, explain it by identifying the social or political force (or forces) that best account for the differences in who controls public education today in comparison to the early 1950s.

6. What argument was presented in this course for what is likely to happen to a new teacher without a reasonably well thought out approach to teaching? After answering that question, describe two or three approaches to teaching that may assist a teacher in avoiding the difficulties you just described. Finally, indicate the key difference(s) between classical liberation and critical liberation as approaches to teaching.

End of Examination