
CONTENTS

PREFACE **xix**

CHAPTER 1 **SOCIOECONOMIC TRENDS AND
THE SOCIAL CLASS STRUCTURE** **1**

The Social Class Hierarchy 1
 Studying the Social Structure 1
 Social Class Categories 3
Social Structure in the United States 6
 Small Communities 6
 The Small City 7
 The Large City 8
The Occupational Structure 9
Perspectives on Social Class Structure 9
Subcultures of the Social Classes 10
 The Upper Class 10
 The Upper-Middle Class 11
 The Lower-Middle Class 11
 The Upper-Working Class 11
 The Lower-Working Class 12
 Perceived Decline of Blue-Collar Culture 13
 Blurring of Social Class and Occupational Boundaries 13
Development of a Big-City Underclass 13
 Street Cultures and the Dual Labor Market 16
 The Underclass in Big-City Poverty Neighborhoods 17
 Improving Opportunity for the Underclass 18
 *Recent and Impending Increases in Problems
 of Underclass Youths* 19
 The Future of the Underclass 20
Economic, Social, and Demographic Changes 20
 The Occupational Structure, Employment, and Education 20
 Employment Trends and Education 22
 Bifurcation in the Social Structure 23
 The Age Structure 25
 Racial/Ethnic Minority Population 26
 Poverty, Race/Ethnicity, and Family Structure 27
 Generational Conflict and Poverty 28
Conclusion 31
Exercises 31
Suggestions for Further Reading 32
Appendix 1–1 Twelve Social Groups Subdivided into Forty
Community or Neighborhood Life-Style Subgroups 34

CHAPTER 2	EDUCATIONAL SELECTING AND SORTING IN POSTINDUSTRIAL METROPOLITAN SOCIETY	35
	Sorting and Selecting in the Educational System	35
	<i>Intellectual Ability and Postsecondary Participation</i>	36
	<i>Postsecondary Participation, Social Status, and Race/Ethnicity</i>	37
	<i>Ability Grouping and Tracking</i>	38
	<i>Reading Achievement</i>	41
	<i>Mathematics Achievement</i>	45
	<i>Achievement of Suburban Minority Students</i>	45
	<i>Dropout from High School</i>	46
	<i>Sorting and Selectivity by Type of College</i>	47
	Additional Topics Involving Sorting and Selecting	49
	<i>Secondary and Postsecondary Vocational Education</i>	49
	<i>Purposes and Problems of Community Colleges</i>	51
	<i>Proprietary Schools in Postsecondary Education</i>	55
	<i>Financing of Students in Higher Education</i>	56
	<i>Ability Tests in Relation to Social Class, Race, and Sex</i>	58
	The Crisis in Sorting and Selecting	62
	Metropolitan Evolution	63
	<i>Movement to the Suburbs and Deterioration of the Central City</i>	64
	<i>Socioeconomic Stratification Intensified by Racial Segregation</i>	65
	<i>The Stratified and Segregated Metropolitan Complex</i>	66
	<i>Big-City Schools Reflect Stratification and Segregation</i>	68
	Urban Redevelopment and Renewal	72
	<i>Redevelopment of Deteriorated Neighborhoods</i>	73
	<i>The Problem of a Viable Economic Mixture</i>	73
	Recent Positive Developments in Metropolitan Evolution	74
	Conclusion: The Crisis in Sorting and Selecting	74
	Exercises	76
	Suggestions for Further Reading	76
CHAPTER 3	PROBLEMS OF CHILDREN AND YOUTHS IN DIFFERING SOCIAL CLASS ENVIRONMENTS	78
	Evolution of the Child-Nurturing Modern Family	78
	Working-Class Environments	82
	Underclass Environments	82
	Middle-Class Environments	84
	Implications for Education	86
	<i>Inner-City Schools</i>	86

	<i>Working-Class Schools</i>	88
	<i>Middle-Class Schools</i>	90
	Social Class Environments and Classroom Social Control Exercises	91
	Suggestions for Further Reading	93
CHAPTER 4	HOME ENVIRONMENT, THE FAMILY, AND COGNITIVE DEVELOPMENT	95
	Importance of Early Environment	96
	<i>First Follow-Up</i>	97
	<i>Second Follow-Up</i>	98
	Home Environment, Cognitive Development, and Achievement	98
	Recent Trends in the Family and Youth Development	102
	<i>Interrelationships among Trends</i>	108
	<i>Problems Related to Family Evolution</i>	108
	The Postnuclear Family Adrift on a Sea of Self-Fulfillment	112
	Home Environment and Intellectual Development	113
	<i>Father Absence and Achievement</i>	113
	<i>Family Size, Birth Order, and Cognitive Development</i>	116
	<i>Race and Ethnicity, Home Environment, and Intellectual Development</i>	117
	<i>Home Environment, Brain Damage, and Cognitive Retardation</i>	118
	<i>Classification of Minority Students as Mentally Retarded</i>	120
	<i>Effects of Television and Other Media</i>	121
	<i>Effects of Maternal Employment</i>	124
	<i>Latchkey Children</i>	124
	<i>Homeless Children and Youths and Runaways</i>	125
	<i>Foster-Care Children</i>	127
	<i>Effects of Crack Cocaine</i>	127
	Parental Involvement and Cooperation with the School	128
	<i>Research on Parental Involvement</i>	130
	<i>Participation in School Governance</i>	131
	Conclusion	131
	Exercises	133
	Suggestions for Further Reading	133
CHAPTER 5	THE PEER GROUP	135
	The Nature and Importance of the Peer Group	135
	<i>Importance of Peer Acceptance and Rejection</i>	136
	Functions of the Peer Group	136
	<i>Teaching the Culture</i>	136

<i>Peer Group as a Shifting Phenomenon</i>	137	
<i>Peer Group as a Reference Group</i>	137	
The Adolescent Peer Group and Problem Behavior		138
The Growing Influence of the Peer Group	138	
The Peer Group and the Family	138	
The Peer Group and the School	139	
<i>Aggressive and Insensitive Children and Youths</i>		140
<i>Cliques in Classrooms</i>	141	
<i>Schools, Social Interaction, and the Transition to Adolescence</i>	141	
<i>Peer Groups in Secondary Schools</i>	142	
<i>The School as a Reference Group</i>	144	
<i>Extracurricular Activities</i>	145	
The Peer Group and the Community	147	
<i>Inner-City Peer Groups</i>	148	
<i>Youth-Serving Agencies</i>	150	
<i>Changes in Youth-Serving Organizations</i>	151	
<i>Benefits of Participation in the Boys and Girls Clubs</i>		153
Decline of Urban Playgrounds and Open Spaces	153	
Out-of-School Services for Children and Adolescents		153
Conclusion	154	
Exercises	155	
Suggestions for Further Reading	156	

CHAPTER 6 THE TRANSITION FROM ADOLESCENCE TO ADULTHOOD 157

Youth as a Separate Stage of Life	157	
Historical Views of Youth	158	
Size of the Youth Group	158	
Values and Attitudes of Youth	158	
<i>Influence of Societal Contradictions on Values and Activities</i>	161	
<i>"Generation X" Post-Baby Boomers</i>	162	
Suicide	162	
Homicide	163	
Youth and Employment	164	
<i>Disadvantaged and Minority Youth</i>	164	
<i>Employment Training for Disadvantaged Youth in the 1990s</i>	166	
<i>Re-employment Act of 1994</i>	167	
The Transition from School to Work	168	
<i>Approaches and Programs for Improving the Transition to Work</i>	170	
<i>Possible Negative Effects of Students' Employment</i>		173

Delinquency and Violence among Juveniles and Young Adults	174
<i>School Failure and Delinquency</i>	175
<i>The Peer Group Interacting with Other Causes</i>	175
<i>Genetic Factors</i>	175
<i>Inequality</i>	175
<i>General Social and Cultural Forces</i>	176
Drug Abuse	176
Teen Pregnancy	178
Community and National Service	180
Personal Capital/Educational Equity Accounts	181
Schools and Other Institutions in a Constructive Program for Youth	182
Conclusion	183
Exercises	183
Suggestions for Further Reading	183

CHAPTER 7 MOBILITY AND EDUCATION 185

The Nature and Amount of Social Mobility	185
<i>Group Mobility</i>	187
<i>Mobility of Ethnic, Racial, and Religious Groups</i>	187
<i>Assimilation of European Ethnic Groups</i>	189
<i>Differences in Group Status and Mobility</i>	190
<i>Mobility Analysis by Race/Ethnicity Complicated by Intermarriage</i>	194
<i>Net Mobility versus Exchange Mobility</i>	194
<i>International Trends in Socioeconomic Mobility</i>	195
<i>Socioeconomic Mobility in the United States</i>	195
Education, Opportunity, Mobility, and Earnings	197
<i>Growing Critical Importance of Postsecondary Education and Graduation</i>	199
<i>Schools Both Perpetuate and Modify the Social Class Structure</i>	199
<i>The Transmission of Status</i>	200
<i>Schools in the Upward Mobility Process</i>	205
<i>Schools in the Perpetuation of Low Status</i>	207
<i>Social Mobility, Education, and the Underclass</i>	210
Education and the Socioeconomic Power Structure: The Neo-Marxist and Revisionist Critiques and Critical Pedagogy	212
<i>The Revisionists: Who Controls the Public Education System?</i>	214
<i>Critical Pedagogy</i>	215
Conclusion	219
Exercises	219
Suggestions for Further Reading	220

CHAPTER 8	LOW-STATUS STUDENTS AND COMPENSATORY EDUCATION	222
	Reasons for Poor Performance	222
	<i>Inappropriate Curriculum and Instruction</i>	223
	<i>Lack of Parental and Peer Reinforcement of School Norms and Learning Experiences</i>	223
	<i>Mismatch between Classroom Expectations and Students' Be- havioral and Learning Styles</i>	223
	<i>Lack of Previous Success in School</i>	225
	<i>Difficulty of Teaching Conditions and Lack of Adequate Preparation for Teachers</i>	226
	<i>Teacher Perceptions of Student Inadequacy</i>	226
	<i>Homogeneous Grouping, Tracking, and Differential Treatment of Low-Status Students</i>	227
	<i>Ineffective Delivery of Services in Classrooms with Many Low-Status Students</i>	228
	<i>Overly Large Classes</i>	228
	<i>Low Standards of Performance</i>	229
	<i>Lack of Parental Knowledge and Power to Influence Their Children's School Careers</i>	230
	<i>Overcrowding and Stress in the Home Environment</i>	230
	<i>Health and Nutrition Problems</i>	230
	<i>High Residential Mobility</i>	230
	Implications for Instruction	231
	Students and Schools in Concentrated Poverty Communities	234
	<i>Violence in and around Concentrated Poverty Schools</i>	238
	<i>Threshold Phenomena in Inner-City Schools and Society</i>	239
	The Status of Compensatory Education	242
	<i>Preschool</i>	242
	<i>Elementary- and Secondary-Level</i>	245
	Comprehensive Ecological Intervention	250
	<i>The Milwaukee Infant Education Project</i>	252
	Coordinating Schools with Other Agencies	253
	Social Policy and Compensatory Education	254
	Financing of Central-City Schools	256
	Conclusion	257
	Exercises	258
	Suggestions for Further Reading	259
CHAPTER 9	DESEGREGATION	260
	Status of School Desegregation	260
	<i>Phase 1: 1954-1964</i>	261
	<i>Phase 2: 1965-1973</i>	261

<i>Phase 3: 1974–1995</i>	262	
<i>Development of Desegregation Planning</i>	264	
Desegregation Goals and Obstacles	265	
<i>Segregation and Resegregation within Schools and Classrooms</i>	268	
<i>Socioeconomic Mixture and Middle-Class Withdrawal</i>	268	
<i>White Withdrawal from Desegregated Schools</i>	270	
Instructional Improvement Components in Desegregation Plans	270	
Effects and Outcomes of Desegregation	272	
<i>Achievement of Minority Students</i>	272	
<i>Interracial Attitudes and Relations</i>	275	
<i>Opportunity Networks</i>	277	
<i>Subsequent Desegregation Participation</i>	277	
Urban Schools and Desegregation	278	
<i>Big-City School Districts</i>	278	
<i>Student Assignment Patterns</i>	279	
<i>Variations on the Larger Theme</i>	280	
<i>Magnet Schools</i>	281	
<i>Controlled Choice in Small Urban Districts</i>	286	
<i>Metropolitan Arrangements</i>	286	
<i>Magnet Schools in Urban Development: The Webster School</i>	290	
Housing and School Desegregation	291	
When Inner-City Families Are Relocated in the Suburbs	292	
Federal Initiatives on Housing Desegregation	292	
Conclusion	293	
Exercises	294	
Suggestions for Further Reading	294	

CHAPTER 10 CULTURAL PLURALISM AND MINORITY EDUCATION 296

Recent Immigration Patterns and Developments	297
<i>Importance and Value of Immigration</i>	298
Pluralism	299
<i>Integration and Pluralism after 1920</i>	301
<i>Difficulties in Maintaining Subcultural Identities</i>	301
<i>The Growth of Cultural Pluralism</i>	302
<i>Integration, Pluralism, Separatism</i>	302
<i>European Ethnic Identification and Affiliations</i>	303
<i>Historic Importance of Cultural Pluralism</i>	303
<i>Hispanic and African American Separatism?</i>	304
African Americans and Education	304
<i>Status of African Americans</i>	305
<i>The Plight of Underclass Black Males</i>	307

<i>Is There a Black Subculture?</i>	309
<i>Black English</i>	310
<i>Educational Attainment and Achievement</i>	312
<i>Family Differences between High- and Low-Achieving</i>	
<i>Minority Students</i>	313
<i>Higher Education</i>	316
<i>The Declining Significance of Race?</i>	316
Hispanic Americans and Education	317
<i>Socioeconomic and Educational Development</i>	318
<i>Subgroups</i>	319
<i>Bilingual/Bicultural Education</i>	322
<i>Controversies Regarding Bilingual/Bicultural</i>	
<i>Education</i>	323
<i>Conclusions Regarding the Utility of</i>	
<i>Bilingual Education</i>	326
<i>Recent Research on Designing Instruction for LEP</i>	
<i>and NEP Students</i>	327
<i>Bilingual Education and Desegregation</i>	328
<i>Two-Way Bilingual Education</i>	329
Asian Americans and Education	329
<i>Status</i>	330
<i>Academic Performance of Asian Students</i>	332
<i>Discrimination in Higher Education</i>	334
Native Americans (American Indians and Eskimos)	335
<i>Status of American Indians</i>	335
<i>Recent Trends in Economic Development among</i>	
<i>American Indians</i>	336
<i>Economic Development among Alaska Natives</i>	337
<i>Indians in Urban Centers</i>	337
<i>Educational Policy before 1934</i>	338
<i>Indian Education, 1934–1970</i>	338
<i>Contemporary Policy of Education for Indians</i>	338
<i>Problems in Education for Native Americans</i>	339
Appalachian Students	341
Employment of Minority Teachers	342
Adapting Instruction in Accordance with Culture	
and Learning Styles	343
Constructive Cultural Pluralism and	
Multicultural Education	344
<i>Transformative Multicultural Education</i>	346
<i>Recent Multicultural Education Developments</i>	
<i>and Controversies</i>	346
<i>Guidelines for Multicultural Education</i>	348
Conclusion	348
Exercises	349
Suggestions for Further Reading	350

CHAPTER 11	WOMEN AND EDUCATION	352
	Work Roles	353
	Occupational Status	354
	The Earnings Gap	355
	The Continuing Plight of Displaced Homemakers	356
	Sex Differences in Achievement and Ability	356
	<i>Achievement and Participation</i>	356
	<i>Possible Ability Differences</i>	358
	<i>Possible Biological Causes of Differences</i>	359
	<i>Implications of Trends Involving Sex Differences</i>	360
	The Education of Women	360
	<i>Socialization</i>	360
	<i>Vocational Education</i>	361
	<i>College Attendance and Graduation</i>	361
	<i>Graduate and Professional Education</i>	362
	<i>Instructional Materials</i>	362
	<i>Testing</i>	364
	<i>Socialization and Gender in the Schools</i>	364
	Interventions to Promote Sex Equity	366
	<i>Helping Girls Succeed Academically</i>	366
	<i>Antisexist Teaching Discourse</i>	367
	Recent Directions in Feminism	367
	<i>Recent Feminist Theory</i>	368
	<i>Feminist Theory in Education and Social Science</i>	370
	Conclusion	371
	Exercises	371
	Suggestions for Further Reading	372
CHAPTER 12	ADDITIONAL TOPICS FOCUSING ON EDUCATIONAL EQUITY	374
	Computers and Equity in Elementary and Secondary Schools	374
	<i>Equity on the Infohighway</i>	376
	Rural Education	376
	<i>Community Orientation</i>	377
	<i>Recent Rural Demographic and Economic Trends</i>	378
	<i>Diversity of Rural Schools and Communities</i>	378
	<i>Financial Limitations</i>	379
	<i>Dilemmas of Rural Schooling</i>	379
	<i>Teacher Shortages</i>	379
	<i>Students' Behavior Patterns</i>	380
	<i>Rural Cooperatives and Consortia</i>	380
	<i>Instructional Improvement</i>	382
	Nonpublic Schools and Public Policy	384
	<i>Achievement in Nonpublic Schools</i>	386

Tuition Tax Credits 389
Education Vouchers 390
Privatization and Contracting Out 391
Home Schooling 392
Perspectives on the Role of Public and Nonpublic Schools 393
 Exercises 394
 Suggestions for Further Reading 394

CHAPTER 13 SCHOOL REFORM AND EFFECTIVENESS 396

Achievement Levels and Trends in Elementary and Secondary Schools 396
 Importance of Numeracy 400
 National Reports and Developments Since 1983 401
 The Governors Say It Is "Time for Results" 402
 Other Reports Emphasizing Disadvantaged Students 403
 Teacher Preparation and Tomorrow's Teachers and Schools 403
 Professional Development Schools 405
 Assessment of Student Performance and "The Nation's Report Card" 406
 Teacher Merit-Pay and Career-Ladder Plans 407
 School Performance Incentives and Differential Treatment 408
 Restructuring and School-Based Management Approaches 410
 National Goals: Agreements and Developments 415
 Movement toward Systemic and Coherent Reform 418
 Impact of National Reform Efforts 419
 Participation of External Organizations in Improvement and Reform 421
 Higher Education Students as Tutors 422
 Assured Postsecondary Access for High School Graduates 422
 Recent School-Choice Proposals and Developments 423
 Manifest/Latent Functions and Unforeseen Consequences 426
 Effective Schools Research 428
 Elementary Level 428
 Intermediate Level 430
 Senior High Level 430
 Creating Unusually Effective Schools 433
 Considerations Affecting Interpretation of Effective Schools Research 433
 Research on Effective Instruction 434
 Classroom Management 434
 Effective Teaching 434

<i>Teaching for Comprehension and Problem Solving</i>	435
Issues in Improving Comprehension and Cognitive Development	437
<i>Obstacles in Delivering Instruction</i>	437
<i>Mediated Development to Assist Low Achievers</i>	438
<i>Failure to Move beyond Order and Structure</i>	438
<i>High Costs of Effective Instruction</i>	439
Exemplary Approaches for Improving Instruction	439
<i>Teacher Expectations and Student Achievement Training</i>	439
<i>Technology-Based Approaches</i>	439
<i>Accelerated Schools</i>	440
<i>Higher-Order Thinking Skills (HOTS) Program</i>	440
<i>Mastery Learning</i>	441
<i>Student Learning and Other Cooperative Learning Approaches</i>	442
<i>Success for All</i>	442
<i>Reading Recovery</i>	442
<i>Degrees of Reading Power Comprehension Development Approach</i>	443
<i>Combinations of Approaches</i>	444
Accomplishing School Improvement and Reform	444
<i>Problem-Solving Orientation and Critical Inquiry</i>	444
<i>School-Level Emphasis</i>	444
<i>Staff Development</i>	444
<i>Collection of Data</i>	445
<i>Faculty Involvement and Collegial Collaboration</i>	445
<i>Combined Bottom-Up and Top-Down Approach</i>	445
<i>Implementability</i>	445
<i>Development of Shared Agreements</i>	446
<i>Nonbureaucratic Implementation</i>	446
<i>Instructional Resource Personnel</i>	446
At-Risk Students and Dropouts	446
<i>Dropouts</i>	447
Crucial Issues in Moving Further toward School Reform	448
<i>Grouping and Tracking</i>	448
<i>Reorganization of Secondary Schools</i>	450
<i>Reduction of Violence and Misbehavior in Schools</i>	451
<i>Active and Engaged Learning Focused on Higher-Order Skills</i>	451
Conclusion: School Reform and the Crisis in Metropolitan Society	453
Exercises	455
Suggestions for Further Reading	456

BIBLIOGRAPHY 457

INDEX 521