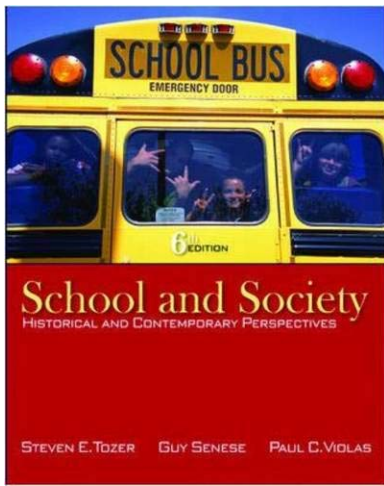


# [PDF] School And Society: Historical And Contemporary Perspectives

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**About the Author** Steven E. Tozer is Professor of Philosophy of Education at The University of Illinois, Chicago. At The University of Illinois, Urbana-Champaign, he was Head of The Department of Curriculum and Instruction from 1990 to 1994. He has been Chair of The Committee on Academic Standards and Accreditation in The American Education Studies Association and a member of The Board of Examiners for The National Council on Accreditation of Teacher Education. He has written regularly for numerous journals. Professor Tozer completed his Ph.D. at The University of Illinois, Urbana-Champaign. He has taught at the early childhood, elementary and secondary

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Guy Senese is Associate Professor at Northern Arizona University where he teaches Social Foundations of Education and Philosophy of Education. He received his Ph.D. in Education at The University of Illinois, Urbana-Champaign. He taught school in Champaign Illinois, and at the Rough Rock Demonstration School on the Navajo Reservation in Arizona.

Paul C. Violas (deceased) was formerly Professor of History of Education in The College of Education at The University of Illinois, Urbana-Champaign. He has received the College of Education Award for Excellence in Undergraduate Teaching, The College Career Teaching Award, and The University's Luckman Award for Undergraduate Teaching. Professor Violas received his Ed.D. degree at The University of Rochester. He taught secondary school social studies for six years. He has been a regular contributor to journals.

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This perspective focuses on social interaction in the classroom, on the playground, and in other school venues. Specific research finds that social interaction in schools affects the development of gender roles and that teachers'™ expectations of pupils'™ intellectual abilities affect how much pupils learn. Beginning in grade school, students are identified by teachers and other school officials either as bright and motivated or as less bright and even educationally challenged. Depending on how they are identified, children are taught at the level that is thought to suit them best. A final critique is historical and concerns the rise of free, compulsory education during the nineteenth century (Cole, 2008). Cole, M. (2008). *Marxism and educational theory: Origins and issues*. New York, NY: Routledge.

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