

# THE REIGN OF ETS

*The corporation that  
makes up minds*

by  
Allan Nairn  
and Associates

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The Ralph Nader Report on the  
Educational Testing Service

# Reign Of Ets The Corporation That Makes Up Minds

**Allan Nairn,Ralph Nader**



## **Reign Of Ets The Corporation That Makes Up Minds:**

**Summary of The Reign of ETS** Allan Nairn, Ralph Nader, 1980      The Reign of ETS Allan Nairn, 1980      *Thing Knowledge* Davis Baird, 2004-02-10 Western philosophers have traditionally concentrated on theory as the means for expressing knowledge about a variety of phenomena This absorbing book challenges this fundamental notion by showing how objects themselves specifically scientific instruments can express knowledge As he considers numerous intriguing examples Davis Baird gives us the tools to read the material products of science and technology and to understand their place in culture Making a provocative and original challenge to our conception of knowledge itself *Thing Knowledge* demands that we take a new look at theories of science and technology knowledge progress and change Baird considers a wide range of instruments including Faraday s first electric motor eighteenth century mechanical models of the solar system the cyclotron various instruments developed by analytical chemists between 1930 and 1960 spectrometers and more      The Qualified Student Harold S. Wechsler, 2017-09-29 In *The Qualified Student* Harold S Wechsler focuses on methods of student selection used by institutions of higher education in the United States More specifically he discusses the way that college and university reformers employed those methods to introduce higher education into a broader cross section of America by extending access to an increased number of students from nontraditional backgrounds Implicit in much of this book is an underlying social and ethical question How legitimate was and is higher education s regulation of social mobility Public concern over colleges and universities practices became inevitable once they became regulators between social classes The challenging of colleges admissions policies in the courts augments similar concerns that have been present in legislatures for decades The volume is divided into three main sections Prerequisites Columbia and the Selective Function and Implications It focuses mainly on four universities The University of Michigan Columbia University the University of Chicago and the City University of New York Wechsler maintains that unlike other universities these institutions were pacesetters they did not adopt a new policy simply because some other college had already adopted it A new introduction brings the book originally published in 1977 up to date and demonstrates its continuing importance in today s academic world of selective admissions

*The School Reform Landscape* Christopher H. Tienken, Donald C. Orlich, 2013-02-22 In *The School Reform Landscape* Fear Mythologies and Lies the authors take an in depth and controversial look at school reform since the launch of Sputnik They scrutinize school reform events proposals and policies from the last 60 years through the lens of critical social theory and examine the ongoing tensions between the need to keep a vibrant unitary system of public education and the ongoing assault by corporate and elite interests in creating a dual system Some of events proposals and policies critiqued include the Sputnik myth A Nation At Risk No Child Left Behind the lies of the Common Core State Standards Initiative and other common reform schemes The authors provide an evidence based contrarian view of the free market reform ideas and pierce the veil of the new reform policies to find that they are built not upon empirical evidence but instead rest solidly on

foundations of myth fear and lies Ideas for a new set of reform policies based on empirical evidence and supportive of a unitary democratic system of education are presented      **Arthur Jensen: Consensus And Controversy** Sohan

Modgil,Celia Modgil,2005-11-04 First Published in 1987 Routledge is an imprint of Taylor Francis an informa company

**Crossing the Finish Line** William G. Bowen,Matthew M. Chingos,Michael McPherson,2009-09-08 Why so many of America s public university students are not graduating and what to do about it The United States has long been a model for accessible affordable education as exemplified by the country s public universities And yet less than 60 percent of the students entering American universities today are graduating Why is this happening and what can be done Crossing the Finish Line provides the most detailed exploration ever of college completion at America s public universities This groundbreaking book sheds light on such serious issues as dropout rates linked to race gender and socioeconomic status Probing graduation rates at twenty one flagship public universities and four statewide systems of public higher education the authors focus on the progress of students in the entering class of 1999 from entry to graduation transfer or withdrawal They examine the effects of parental education family income race and gender high school grades test scores financial aid and characteristics of universities attended especially their selectivity The conclusions are compelling minority students and students from poor families have markedly lower graduation rates and take longer to earn degrees even when other variables are taken into account Noting the strong performance of transfer students and the effects of financial constraints on student retention the authors call for improved transfer and financial aid policies and suggest ways of improving the sorting processes that match students to institutions An outstanding combination of evidence and analysis Crossing the Finish Line should be read by everyone who cares about the nation s higher education system      *Ivy and Industry* Christopher

Newfield,2003 Table of contents      **Handbook of College Reading and Study Strategy Research** Rona F.

Flippo,Thomas W. Bean,2018-06-12 The most comprehensive and up to date source available for college reading and study strategy practitioners and administrators the Third Edition of the Handbook of College Reading and Study Strategy Research reflects and responds to changing demographics as well as politics and policy concerns in the field since the publication of the previous edition In this thorough and systematic examination of theory research and practice the Handbook offers information to help college reading teachers to make better instructional decisions justification for programmatic implementations for administrators and a complete compendium of both theory and practice to better prepare graduate students to understand the parameters and issues of this field The Handbook is an essential resource for professionals researchers and students as they continue to study research learn and share more about college reading and study strategies Addressing current and emerging theories of knowledge subjects and trends impacting the field the Third Edition features new topics such as disciplinary literacy social media and gaming theory      **College Choice in America** Charles F.

Manski,David A. Wise,1983 The most crucial choice a high school graduate makes is whether to attend college or to go to

work Here is the most sophisticated study of the complexities behind that decision Based on a unique data set of nearly 23 000 seniors from more than 1 300 high schools who were tracked over several years the book treats the following questions in detail Who goes to college Does low family income prevent some young people from enrolling or does scholarship aid offset financial need How important are scholastic aptitude scores high school class rank race and socioeconomic background in determining college applications and admissions Do test scores predict success in higher education Using the data from the National Longitudinal Study of the Class of 1972 the authors present a set of interrelated analyses of student and institutional behavior each focused on a particular aspect of the process of choosing and being chosen by a college Among their interesting findings most high school graduates would be admitted to some four year college of average quality were they to apply applicants do not necessarily prefer the highest quality school high school class rank and SAT scores are equally important in college admissions federal scholarship aid has had only a small effect on enrollments at four year colleges but a much stronger effect on attendance at two year colleges the attention paid to SAT scores in admissions is commensurate with the power of the scores in predicting persistence to a degree This clearly written book is an important source of information on a perpetually interesting topic Handbook of Understanding and Measuring Intelligence Oliver Wilhelm,Randall W. Engle,2005 it is extremely useful and contemporary covering among its five hundred pages genetics neuro imaging and emotional intelligence It also provides a good indicator of current psychological work in the area with empirical evidence and theory sitting alongside each other The material on meta cognition would I suspect be of most interest to philosophers along with the more basic questions concerning the nature of memory and intelligence PRACTICAL PHILOSOPHY This volume provides an in depth yet accessible and up to date review of the key topics pertinent to current intelligence research This state of the art summary about our theoretical understanding of human abilities and their measurement is of interest for researchers practitioners and advanced students in psychology education and related disciplines It s a great summary and a good read on a truly important topic Dr Heinz Holling University of Muenster Wilhelm and Engle have compiled a highly informative set of chapters on various topics related to intelligence The chapters describing recent European work will be especially informative for North American readers The work is strengthened by provision of review chapters that keep the reader in sight of the forest rather than the trees Earl Hunt University of Washington Without an informed cognitive understanding of intelligence as a construct the technology of intelligence testing will make little to no progress Psychologists with a more psychometric background need detailed knowledge about the cognitive processes underlying intelligent behavior Likewise psychologists with a more cognitive or experimental background need to make more use of applied knowledge from psychometric research Earl Hunt Without an informed cognitive understanding of intelligence as a construct the technology of intelligence testing will make little to no progress Psychologists with a more psychometric background need detailed knowledge about the cognitive processes underlying

intelligent behavior Likewise psychologists with a more cognitive or experimental background need to make more use of applied knowledge from psychometric research The Handbook of Understanding and Measuring Intelligence provides an overview of recent studies on intelligence to help readers develop a sound understanding of results and perspectives in intelligence research In this volume editors Oliver Wilhelm and Randall W Engle bring together a group of respected experts from two fields of intelligence research cognition and methods to summarize review and evaluate research in their areas of expertise The chapters in this book present state of the art examinations of a particular domain of intelligence research and highlight important methodological considerations theoretical claims and pervasive problems in the field The Handbook provides those with a broad interest in individual differences cognitive abilities intelligence educational measurement thinking reasoning or problem solving with a comprehensive description of the status quo and prospects of intelligence research The book is divided into two parts that are intended to build upon and relate to one another Part I the cognitive section explores several theoretical viewpoints on intelligence and Part II the methodological section addresses fundamental statistical problems and pragmatic assessment problems in measuring intelligence Key Features The volume editors provide a general introduction and conclude the book with an integrative epilogue Contributors to this volume are experts in intelligence with a background in methodology or theory who offer current theoretical perspectives and recent empirical results which are of interest to a broad audience In addition to contributions from U S intelligence experts authors from Europe and Australia provide an international perspective and articulate viewpoints and results not otherwise readily available to an American audience Developments in theory are described with respect to their implications at the measurement level and developments on the methodological level are evaluated with respect to their contribution to the theoretical understanding of intelligence The Handbook is designed for scholars and psychology professionals interested in intelligence cognitive abilities educational testing and measurement reasoning and problem solving It can also be used by advanced undergraduate and graduate students studying intelligence or the psychology of individual differences In addition the Handbook will be a welcome addition to any academic library

Handbook of Human Intelligence Robert J. Sternberg, 1982-12-30

Psychological Techniques for Teachers Don C. Locke, Joseph C. Ciechalski, 1995 First published in 1995 Routledge is an imprint of Taylor Francis an informa company

*Making Schools Work for Underachieving Minority Students* Josie G. Bain, Joan L. Herman, 1990-06-27 Labeled A Nation at Risk Americans are urgently seeking reform in their public school systems While many promising programs are being developed they have not yet been validated The national conference Making Schools Work for Underachieving Minority Students shared the best of what is presently known and deliberated on the implications for research policy and practice Sponsored by CRESST Center for Research on Evaluation Standards and Student Testing The National Urban League and the National Council of LaRaza the conference was financed by the U S Department of Education Closely following the structure of the conference this volume s contributors examine

education's current status. They then investigate potentially promising approaches to specific problem areas. Contributors treat issues of evaluation and testing and conclude by addressing the potential of collaborative efforts. Responding to a major challenge, community groups and organizations throughout the country are seeking answers to the problem of underachieving minority students. This volume builds on these shared interests and is a first step toward an intervention process. Topics covered include creating effective instructional programs, reducing the dropout rate, preparing students for secondary and postsecondary success, helping limited English proficient students, and improving teacher quality. The volume's contributors hope to promote dialogue on promising practices, foster collaboration, identify critical R D needs, and collaborative arrangements, and identify testing and evaluation issues for subsequent inquiry.

### **Gender/body/knowledge**

Alison M. Jaggar, Susan Bordo, 1989. The essays in this interdisciplinary collection share the conviction that modern western paradigms of knowledge and reality are gender biased. Some contributors challenge and revise western conceptions of the body as the domain of the biological and natural, the enemy of reason typically associated with women.

### **Personnel**

**Literature**, 1980. *Living with Racism* Joe R. Feagin, 1995-07-31. One step from suicide was the first response to Joe Feagin and Mel Sikes' question about how it feels to be middle class and African American. Despite the prevalent white view that racism is diminishing, this groundbreaking study exposes the depth and relentlessness of the racism that middle class Black Americans face every day. From the supermarket to the office, the authors show African Americans are routinely subjected to subtle humiliations and overt hostility across white America. Based on the sometimes harrowing testimony of more than 200 Black respondents, *Living with Racism* shows how discrimination targets middle class African Americans, impeding their economic and social progress and wearying their spirit. A man is refused service in a restaurant. A woman is harassed while shopping. A little girl is taunted in a public pool by white children. These are everyday incidents encountered by millions of African Americans. But beyond presenting a litany of abuse, the authors argue that racism is deeply imbedded in American institutions and that the cumulative effect of these episodes is profoundly damaging. They argue that discrimination is experienced by their interviewees not as separate incidents but as a process demanding their constant vigilance and shaping their personal, professional, and psychological lives. With powerful insight into the daily workings of discrimination, this important study can help all Americans confront the racism of our institutions and our culture.

### **On a Scale**

Norbert Elliot, 2005. *Fear and Trembling: Shock and Awe*. Which set of statements best describes the emotions surrounding the assessment of writing ability in educational settings? This book, the first historical study of its kind, begins with Harvard University's 1874 requirement that first year student applicants submit a short composition as part of the admissions process. The book concludes with the College Board's 2005 requirement for an essay to be submitted as part of the new SAT Reasoning Test. Intended for teachers who must prepare students to submit their writing for formal assessment, administrators who must make critical decisions based on test scores, and policy makers who must allocate resources based

on evaluation systems On a Scale provides a much needed historical and conceptual background to questions arising from national attention to student writing ability     The Educational Testing Act of 1979 United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education,1980

*Stakeholders in the Law School* Fiona Cownie,2010-01-28 This collection brings together a distinguished group of researchers to examine the power relations which are played out in university law schools as a result of the different pressures exerted upon them by a range of different stakeholders From students to governments from lawyers to universities a host of institutions and actors believe that law schools should take account of a vast number of often conflicting considerations when teaching their students designing curricula carrying out research and so on How do law schools deal with these pressures What should their response be to the stakeholders who urge them to follow agendas emanating from outside the law school itself To what extent should some of these agendas play a greater role in the thinking of law schools



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