

*R*econstructing

AMERICAN
EDUCATION



MICHAEL B. KATZ

Reconstructing American Education

Sue Books



Reconstructing American Education:

Reconstructing American Education Michael B. Katz, 1987 No detailed description available for *Reconstructing American Education* *Reconstructing American Education* Michael B. Katz, 2009-07-01 One of the leading historians of education in the United States here develops a powerful interpretation of the uses of history in educational reform and of the relations among democracy education and the capitalist state Michael Katz discusses the reshaping of American education from three perspectives First is the perspective of history How did American education take shape The second is that of reform What can a historian say about recent criticisms and proposals for improvement The third is that of historiography What drives the politics of educational history Katz shows how the reconstruction of America's educational past can be used as a framework for thinking about current reform Contemporary concepts such as public education institutional structures such as the multiversity and modern organizational forms such as bureaucracy all originated as solutions to problems of public policy The petrification of these historical products which are neither inevitable nor immutable has become Katz maintains one of the mighty obstacles to change The book's central questions are as much ethical and political as they are practical How do we assess the relative importance of efficiency and responsiveness in educational institutions Whom do we really want institutions to serve Are we prepared to alter institutions and policies that contradict fundamental political principles Why have some reform strategies consistently failed On what models should institutions be based Should schools and universities be further assimilated to the marketplace and the state Katz's iconoclastic treatment of these issues vividly and clearly written will be of interest to both specialists and general readers Like his earlier classic *The Irony of Early School Reform* 1968 this book will set a fresh agenda for debate in the field

Reconstructing Education Thru Research ... American Educational Research Association, 1936

Reconstructing America Edwin Wildman, 1919

Reconstructing the Common Good in Education Larry Cuban, Dorothy Shipps, 2000 What constitutes the common good in American public education This volume explores the ongoing debate between those who expect schools to cultivate citizens through personal moral and social development as well as to bind diverse groups into one nation and a new generation of school reformers intent on using schools to solve the nation's economic problems by equipping students with marketable skills

Second Home Timothy A. Hacsí, 1997 As Timothy Hacsí shows most children in nineteenth century orphan asylums were half orphans children with one living parent who was unable to provide for them The asylums spread widely and endured because different groups churches ethnic communities charitable organizations fraternal societies and local and state governments could adapt them to their own purposes In the 1890s critics began to argue that asylums were overcrowded and impersonal By 1909 advocates called for aid to destitute mothers and argued that asylums should be a last resort for short term care only Yet orphanages continued to care for most dependent children until the Depression strained asylum budgets and federally funded home care became more widely available Yet some Catholic asylums in particular cared for poor children

into the 1950s and 1960s No Child Left Behind and the Transformation of Federal Education Policy, 1965-2005 Patrick J. McGuinn, 2006 Education is intimately connected to many of the most important and contentious questions confronting American society from race to jobs to taxes and the competitive pressures of the global economy have only enhanced its significance Elementary and secondary schooling has long been the province of state and local governments but when George W Bush signed into law the No Child Left Behind Act in 2002 it signaled an unprecedented expansion of the federal role in public education This book provides the first balanced in depth analysis of how No Child Left Behind NCLB became law Patrick McGuinn a political scientist with hands on experience in secondary education explains how this happened despite the country s long history of decentralized school governance and the longstanding opposition of both liberals and conservatives to an active reform oriented federal role in schools His book provides the essential political context for understanding NCLB the controversies surrounding its implementation and forthcoming debates over its reauthorization how the struggle to define the federal role in school reform took center stage in debates over the appropriate role of the government in promoting opportunity and social welfare He places the evolution of the federal role in schools within the context of broader institutional ideological and political changes that have swept the nation since the 1965 Elementary and Secondary Education Act chronicles the concerns raised by the 1983 report A Nation at Risk and shows how education became a major campaign issue for both parties in the 1990s McGuinn argues that the emergence of swing issues such as education can facilitate major policy change even as they influence the direction of wider political debates and partisan conflict McGuinn traces the Republican shift from seeking to eliminate the U S Department of Education to embracing federal leadership in school reform then details the negotiations over NCLB the forces that shaped its final provisions and the ways in which the law constitutes a new federal education policy regime against which states have now begun to rebel and that only by understanding the unique dynamics of national education politics will reformers be able to craft a more effective national role in school reform The Political Education of Democratus Brian W. Dotts, 2012-03-15 Thomas Paine described the American Revolution as educative However as examined in Brian W Dotts The Political Education of Democratus Negotiating Civic Virtue during the Early Republic what was learned was neither standardized nor uniform The Federalists for example viewed the revolution as a triumph for representative government but one intended to maintain many remnants of the colonial experience Anti Federalists saw a confirmation of representative government at the state and local levels and considered the revolution as authenticating Montesquieu s theories of republicanism A third more extreme interpretation of the revolution emerged from radical democrats who viewed the revolution as a fundamental break with mainstream thinking about republicanism These radicals helped turn conventional understanding of representative government upside down taking part in unconventional or extra constitutional action during their negotiation of citizen virtue during the 1790s Members of each of the societies took an active part in trying to fulfill their expectations for the new American experiment by

contributing to the democratization of republicanism The Political Education of Democritus illuminates the emergence of democratic thought from Aristotle and Machiavelli to more contemporary influences from the British Commonwealth tradition Dotts examines how the radical ideas of Algernon Sidney James Harrington John Milton Joseph Priestley and Thomas Paine develop a rich tapestry among the democratic society's correspondence constitutions resolutions and early media Individual members of the Democratic Republican Societies including Philip Freneau Robert Coram Benjamin Bache George Logan and others energized these radical interpretations of civic republican thought and plunged headlong into party politics educating early Americans about the practical potentialities of democratic action **The New Democratic**

Professional in Education Gary L. Anderson, Michael Ian Cohen, 2018 This timely and accessible book examines two waves of business influence that created models of schooling that are out of touch with the experiences of students the professional expertise of teachers and the needs and interests of local communities The book also describes the forms of resistance that are currently emerging to fight for the democratic mission of a public education Building on these promising efforts the authors present a vision for a new democratic professional that is grounded in participatory communities of practice as well as advocacy for and input from school communities More than a critique of the state of education this volume demonstrates how educators can build coalitions and advocate for policies and practices that respect their experience and knowledge and that support their students and communities This book advocates for democratic and equitable public schools with concrete evidence driven policies and practices Janelle Scott University of California Berkeley An important and accessible book that should be read by public educators at all levels Ken Zeichner University of Washington Outlines a clear path forward for resisting counterproductive reforms Tina Trujillo University of California Berkeley Twentieth Century Reading Education:

Understanding Practices of Today in Terms of Patterns of the Past Gerard Giordano, 2021-09-13 This book examines twentieth century reading education Among the major educational issues reviewed are testing diagnosis individualized education textbooks readability multiculturalism bi lingualism disability and technology The book explores attempts by educators and psychologists to answer theoretical as well as practical questions about why only some students developed literacy skills It examines the efforts to prevent reading failure as well as to aid those learners who had not learned to read The four types of remedial programs explored are skills based language based literature based and technology based The book identifies the social emotional physical and cognitive factors that have been linked to remedial reading instruction Based on a review of more than 3000 primary sources from the 1800s to the present extensive quotations have been integrated into the text to give readers a sense of intellectual involvement with the educators who are discussed The World of Antebellum America Alexandra Kindell, 2018-09-20 This set provides insight into the lives of ordinary Americans free and enslaved in farms and cities in the North and the South who lived during the years of 1815 to 1860 Throughout the Antebellum Era resonated the theme of change migration urban growth the economy and the growing divide between North

and South all led to great changes to which Americans had to respond By gathering the important aspects of antebellum Americans lives into an encyclopedia *The World of Antebellum America* provides readers with the opportunity to understand how people across America lived and worked what politics meant to them and how they shaped or were shaped by economics Entries on simple topics such as bread and biscuits explore workers need for calories the role of agriculture and gendered divisions of labor while entries on more complex topics such as aging and death disclose Americans feelings about life itself Collectively the entries pull the reader into the lives of ordinary Americans while section introductions tie together the entries and provide an overarching narrative that primes readers to understand key concepts about antebellum America before delving into Americans lives in detail *LGBTQ Issues in Education* George Wimberly,2015-04-19 LGBTQ Issues in Education Advancing a Research Agenda examines the current state of the knowledge on LGBTQ issues in education and addresses future research directions The editor and authors draw on existing literature theories and data as they synthesize key areas of research Readers studying LGBTQ issues or working on adjacent topics will find the book to be an invaluable tool as it sets forth major findings and recommendations for additional research Equally important the book brings to light the importance of investing in research and data on a topic of critical educational and social significance **Children of a New World** Paula S. Fass,2007 Focusing on the impact of globalization on children s lives in the United States and on the world stage this work examines children as both creators of culture and objects of cultural concern in America evident in the strange contemporary fear of and fascination with child abduction child murder and parental kidnapping **Educational Philosophy** Edward J. Power,2021-12-12 The first step in education s long road to respectability lay in the ability of its proponents to demonstrate that it was worthy of collaborating with traditional disciplines in the syllabus of higher learning The universities where the infant discipline of education was promoted benefited from scholars who engaged in teaching and research with enthusiasm and preached the gospel of scientific education These schools Teachers College Columbia University the University of Chicago and Stanford University gained a reputation as oases of pedagogical knowledge Soon public and private colleges alike introduced professional academic programs for the preparation of teachers Foremost among the subjects for these programs was education philosophy with its long history and the impeccable credentials of its ancient and modern expositors Although the principal focus of this study is the history of educational philosophy in colleges and universities it also recognizes educational philosophy s antecedents Chapters cover ancient roots Christian educational theory educational theory and the modern world philosophy and education in early America development of philosophies of education disciplinary maturity for educational philosophy and prospects There is a bibliography and an index **The Classical Investigation Conducted by the Advisory Committee of the American Classical League ...** American Classical League,1924 **Someone Has to Fail** David F. Labaree,2012-04-02 What do we really want from schools Only everything in all its contradictions Most of all we want access and opportunity for all children but all possible advantages for

our own So argues historian David Labaree in this provocative look at the way this archetype of dysfunction works so well at what we want it to do even as it evades what we explicitly ask it to do Ever since the common school movement of the nineteenth century mass schooling has been seen as an essential solution to great social problems Yet as wave after wave of reform movements have shown schools are extremely difficult to change Labaree shows how the very organization of the locally controlled administratively limited school system makes reform difficult At the same time he argues the choices of educational consumers have always overwhelmed top down efforts at school reform Individual families seek to use schools for their own purposes to pursue social opportunity if they need it and to preserve social advantage if they have it In principle we want the best for all children In practice we want the best for our own Provocative unflinching wry Someone Has to Fail looks at the way that unintended consequences of consumer choices have created an extraordinarily resilient educational system perpetually expanding perpetually unequal constantly being reformed and never changing much

The Classical Investigation Conducted by the Advisory Committee of the American Classical League: General report. A summary of results with recommendations for the organization of the course in secondary Latin and for improvement in methods of teaching American Classical League,1924 **Para Power** Nick Juravich,2024-12-10

Paraprofessional educators entered US schools amidst the struggles of the late 1960s Immersed in the crisis of care in public education paras improved systems of education and social welfare despite low pay and second rate status Understanding paras as key players in Black and Latino struggles for jobs and freedom Nick Juravich details how the first generation of paras in New York City transformed work in public schools and the relationships between schools and the communities they served Paraprofessional programs created hundreds of thousands of jobs in working class Black and Latino neighborhoods These programs became an important pipeline for the training of Black and Latino teachers in the1970s and early 1980s while paras organizing helped drive the expansion and integration of public sector unions An engaging portrait of an invisible profession Para Power examines the lives and practices of the first generation of paraprofessional educators against the backdrop of struggles for justice equality and self determination

Encyclopedia of Educational Reform and Dissent Thomas C. Hunt,2010-01-20 The history of American education is replete with educational reform and to a lesser extent educational dissent Consider the present you have various forms of privatization school choice the No Child Left Behind act home schooling value added accountability alternative teacher preparation programs on line instruction etc This range of activity is not exceptional For instance consider the past progressive education open education the junior high school the middle school Life Adjustment education career education vocational education the comprehensive high school school to work year round schooling behavioral objectives proficiency exams high stakes testing whole language learning packages and self paced instruction modular scheduling site based management all presented as the way to reform American schools at least in part Then you have the reformers themselves such as John Dewey George Counts Herbert Kohl John Holt Charles

Silberman Admiral Hyman Rickover James Bryant Conant all the way back to Horace Mann himself Dissenters and dissenting movements while not as numerous and certainly not as well known in educational circles count the various faith based schools and individuals such as Archbishop Hughes of New York Clearly this is an area rich in ideas rife with controversy and vital in its outcome for individuals and the nation as a whole And yet strangely enough there exists no major encyclopedia bringing the varied strands together in one place as a ready reference for scholars teachers school administrators and students studying to enter the educational profession This two volume work is intended to be that authoritative resource Key themes and topics include biographies of reformers and dissenters theoretical and ideological perspectives key programs and legislation judicial verdicts impacting educational change in America the politics and processes of educational reform and policy making dissent and resistance to reform technology s impact on educational reform A Reader s Guide in the front matter groups entries around such themes to help readers find related entries more easily

Poverty and Schooling in the U.S. Sue Books, 2004-07-19 Poverty is an educational issue because it affects children s physical emotional and cognitive development Especially in current times taken for granted ideas about poverty and poor children must be scrutinized and reconsidered That is the goal of this book *Poverty and Schooling in the U S Contexts and Consequences* is in part a plea for educators and future educators to undertake the intellectual and emotional work of learning more about the social causes as well as the sometimes life altering consequences of poverty Although such efforts will not eradicate poverty they can help form more insightful educators administrators policymakers and researchers The book is also an effort to bring to the table a larger conversation about the educational significance of the social and legal policy contexts of poverty and about typical school experiences of poor children *Poverty and Schooling in the U S Contexts and Consequences* describes what teachers need to know or to understand about the contexts and consequences of poverty provides information and analysis of the social context of poverty examines the experience of many children and families living in poverty documents the demographics of poverty and offers a critique of the official U S poverty metric reports on continuing and significant disparities in school funding presents historical context through a broad brush review of some of the landmark legal decisions in the struggle for educational opportunity looks at some typical school experiences of poor children considers the consequences of the federal No Child Left Behind Act and offers suggestions about the kind of educational reform that could make a difference in the lives of poor children This book is fundamental for faculty researchers school practitioners and students across the field of education It is accessible to all readers An extensive background in social theory educational theory or statistics is not required

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