

PUBLIC SCHOOL REFORM IN PUERTO RICO

Sustaining Colonial Models
of Development

JOSÉ SOLÍS

Public School Reform In Puerto Rico Sustaining Colonial Models Of Development

William L. Boyd, William T. Hartman



Public School Reform In Puerto Rico Sustaining Colonial Models Of Development:

Public School Reform in Puerto Rico Jose Solis, 1994-04-21 Puerto Rico's colonial history under the United States has shaped the character of development and education in that territory. In 1898 when the United States invaded Puerto Rico, the language, culture, and development of the latter were arrested by a colonialist mandate involving the social, political, and economic spheres. The role that the development of a mass public school system would play in sustaining colonial relationships was seen as paramount. Since then, the developments in public school reform policies have contributed to and have been defined and determined within the linguistic and ideological framework of the colonizers' conceptualization of development for Puerto Rico. If development is more than growth and if it includes self-determination and cultural expression within the context of political and economic arrangements, then Puerto Rico remains a classic example of colonialism 500 years after Columbus.

America's Colony Pedro A. Malavet, 2004-09 An examination of the legal relationship between U.S. and Puerto Rico.

Moral Development Theories -- Secular and Religious R. Murray Thomas, 1997-03-25 Moral Development Theories: Secular and Religious introduces readers to 13 secular models and 13d religious theories in a wide-ranging comparative study of the roots of moral development. The secular models include attribution theory, cognitive structural views, social learning, and social cognition approaches. Freud's psychoanalysis, plus Erikson and Fromm, Marxist beliefs, a composite theory, Hoffman's conception of empathy, Anderson's information integration view, Gilligan's gender distinction, Sutherland and Cressey's explanation of delinquency, and Lovinger on ego development. Religious theories represent the Judaic, Christian, Islamic, line, Hinduism, and derivatives, Buddhism, Jainism, Sikhism, Confucianism, Shinto, and four minor theories drawn from the belief systems of the Navajo, Zulus, Vodou adherents, and Okinawans. The description of each theory is designed to answer a common set of questions introduced in Chapter 1. The closing section of each chapter evaluates that chapter's theories in terms of a series of assessment standards described in Chapter 2. The book's final chapter inspects all of the theories from the viewpoint of five desires that people often hold in relation to their conceptions of moral development. The desires are: a) for immanent justice, b) to understand the causes of the consequences that result from people's behavior in moral situations, c) to become immortal, d) to enjoy a happy life, and e) to understand the moral development process in order to help others who need moral guidance.

Empire's Proxy Meg Wesling, 2011-04-11 Part of the American Literatures Initiative Series. In the late nineteenth century, American teachers descended on the Philippines, which had been newly purchased by the U.S. at the end of the Spanish American War. Motivated by President McKinley's project of benevolent assimilation, they established a school system that centered on English language and American literature to advance the superiority of the Anglo-Saxon tradition, which was held up as justification for the U.S.'s civilizing mission and offered as a promise of moral uplift and political advancement. Meanwhile, on American soil, the field of American literature was just being developed and fundamentally, though invisibly, defined by this new extraterritorial expansion. Drawing on a wealth of material, including

historical records governmental documents from the War Department and the Bureau of Insular Affairs curriculum guides memoirs of American teachers in the Philippines and 19th century literature Meg Wesling not only links empire with education but also demonstrates that the rearticulation of American literary studies through the imperial occupation in the Philippines served to actually define and strengthen the field Empire's Proxy boldly argues that the practical and ideological work of colonial dominance figured into the emergence of the field of American literature and that the consolidation of a canon of American literature was intertwined with the administrative and intellectual tasks of colonial management

Resources in Education, 1995-05 *Imprisoned Intellectuals* Joy James, 2004-09-01 Prisons constitute one of the most controversial and contested sites in a democratic society The United States has the highest incarceration rate in the industrialized world with over 2 million people in jails prisons and detention centers with over three thousand on death row it is also one of the few developed countries that continues to deploy the death penalty International Human Rights Organizations such as Amnesty International have also noted the scores of political prisoners in U S detention This anthology examines a class of intellectuals whose analyses of U S society politics culture and social justice are rarely referenced in conventional political speech or academic discourse Yet this body of outlawed public intellectuals offers some of the most incisive analyses of our society and shared humanity Here former and current U S political prisoners and activists writers from the civil rights black power women's gay lesbian American Indian Puerto Rican Independence and anti war movements share varying progressive critiques and theories on radical democracy and revolutionary struggle This rarely referenced resistance literature reflects the growing public interest in incarceration sites intellectual and political dissent for social justice and the possibilities of democratic transformations Such anthologies also spark new discussions and debates about reading for as Barbara Harlow notes Reading prison writing must demand a correspondingly activist counterapproach to that of passivity aesthetic gratification and the pleasures of consumption that are traditionally sanctioned by the academic disciplining of literature Barbara Harlow 1 1 Barbara Harlow *Barred Women Writing and Political Detention* New England Wesleyan University Press 1992 Royalties are reserved for educational initiatives on human rights and U S incarceration

Noche Buena Nicolás Kanellos, 2000 Kanellos compiles historical literature on the Christmas theme by Hispanic Americans from the late nineteenth century through the twentieth century There are thirty six selections of short stories traditional tales songs poetry and the complete religious drama of the shepherds *Los Pastores* from 1907 They explore the complicated crossroads of politics and religion and the multifaceted significance of Christmas and the Hispanic identity Kanellos compiles rare turn of the century stories and contemporary writings by celebrated authors such as Chicano folklorist American Paredes Children's stories include *Legend of the Poinsettia* and the Christmas Spirit Tree The book represents writers of Mexican Colombian Cuban and Puerto Rican heritage whose works originate from New York Puerto Rico Florida Texas New Mexico and California They not only reveal an early history of publishing US Latino literature but

also chronicle the changing status of these groups since the nineteenth century and important issues such as assimilation religion communal identity patriotism and poverty The anthology includes an extensive historical introduction illustrations original Spanish text for all poetry and a bibliography **Language and Social Justice** Kathleen C. Riley, Bernard C. Perley, Inmaculada M. García-Sánchez, 2024-02-22 Language whether spoken written or signed is a powerful resource that is used to facilitate social justice or undermine it The first reference resource to use an explicitly global lens to explore the interface between language and social justice this volume expands our understanding of how language symbolizes frames and expresses political economic and psychic problems in society thus contributing to visions for social justice Investigating specific case studies in which language is used to instantiate and or challenge social injustices each chapter provides a unique perspective on how language carries value and enacts power by presenting the historical contexts and ethnographic background for understanding how language engenders and or negotiates specific social justice issues Case studies are drawn from Africa Asia Europe North and South America and the Pacific Islands with leading experts tackling a broad range of themes such as equality sovereignty communal well being and the recognition of complex intersectional identities and relationships within and beyond the human world Putting issues of language and social justice on a global stage and casting light on these processes in communities increasingly impacted by ongoing colonial neoliberal and neofascist forms of globalization Language and Social Justice is an essential resource for anyone interested in this area of research **IJER Vol 8-N2** International Journal of Educational Reform, 1999-04-01 The mission of the International Journal of Educational Reform IJER is to keep readers up to date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities As the only peer reviewed scholarly publication that combines authors voices without regard for the political affiliations perspectives or research methodologies IJER provides readers with a balanced view of all sides of the political and educational mainstream To this end IJER includes but is not limited to inquiry based and opinion pieces on developments in such areas as policy administration curriculum instruction law and research IJER should thus be of interest to professional educators with decision making roles and policymakers at all levels turn since it provides a broad based conversation between and among policymakers practitioners and academicians about reform goals objectives and methods for success throughout the world Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes Finally it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational reform in the U S and the world *Beyond Comfort Zones in Multiculturalism* Sandra Jackson, Jose Solis, 1995-10-24 For peoples whose legal agreements treaties and other accords and conventions with the United States have been violated multiculturalism as a pedagogical tool often becomes suspect of reinforcing the continued reification and

abstraction of their cultures and nations with little if any real meaning for educational and social transformation The continued oppression and repression of the exercise of self determination for African Americans the persistence of policies aimed at the destruction of indigenous populations and land the insidious continuation of classical colonialism in the case of Puerto Rico are all vivid reminders to these peoples of the racist classist sexist and homophobic patriarchy that characterizes their status In order to restore people s rights to fully determine their own histories Jackson and Solis point out that it is imperative to destroy the material foundations that breed and recycle the ideology discourse and cultural practices of domination It is not enough to celebrate diversity and difference there must be grand scale social political economic and educational transformation

The History of American Art Education Peter Smith, 1996-07-22 The ideas people and events that developed art education are described and analyzed so that art educators and educators in general will have a better understanding of what has happened and is happening to visual art in the schools Peter Smith raises the issue of art education s inordinate emphasis on Eurocentric art He challenges the often expressed notion that the field of education is the cause of art education s problems and proposes that confused conceptions within the art world are just as much a root of the difficulty No other book in art education history gives such close and analytical attention to the careers of women in the field The materials on Germanic cultural and historical influences are unequalled as is the scholarly treatment of Viktor Lowenfeld probably the most influential single figure in 20th century American art education

Economics, Aid and Education Suzanne Majhanovich, Macleans A. Geo-JaJa, 2013-11-04 It is impossible to discuss economics development or education in a world wide context without considering the effects of markets or globalization on these issues that have such an impact on humanity Neoliberalism has had profound consequences for education worldwide particularly in the developing world The chapters in this volume include both case studies for specific countries as well as reflections on economic and educational priorities in a globalized world How development aid is delivered provisioned and under what conditions is debated in several chapters Similarly development as well as poverty are conceived in multi dimensionalities depending on the context In addition the issue of what quality education has come to mean in a globalized age is also addressed The contrast between discourses of humanistic approaches to education and those of neoliberalism as propounded by the World Bank informs discussions throughout the volume The collection of papers in *Economics Aid and Education Implications for Development* provides a roadmap for policy makers in developing countries as well as for comparativists to the key issues and challenges of globalization marketization and internationalization of education in a period of economic crisis This book explores the contributions of globalization and the roadmaps developed as vehicles for societal transformation Contributors from all parts of the globe discuss the expanding role of the World Bank s market reforms in education in developing countries In a detailed and practical way the authors question false assumptions of education aid and underline the challenges of funding gaps related to development in education

New West Indian guide , 2001 *The State, Literacy, and Popular Education in*

Chile, 1964-1990 Robert Austin, 2003-01-01 The popular education and adult literacy movements in Chile have historically represented competing paths toward a literate society one born and nurtured through bitter nineteenth century labor struggles the other a compensatory effort by the modern state to limit the political potential of literacy Robert Austin's book explores the contest between the state and popular education in three paradigmatic Latin American regimes that of Eduardo Frei Montalva Christian Democrat 1964-70 Salvador Allende Socialist 1970-73 and Augusto Pinochet Dictator 1973-90 Robert Austin's engaging narrative captures the relationship between the Chilean state formal and non formal literacy and popular education from the demise of liberal capitalism to the consolidation of neoliberalism This remarkable investigation of the dynamic link between the historical process literacy and pedagogy celebrates popular education's victory in securing the inclusion and subsequent empowerment of women and ethnic minorities *The State Literacy and Popular Education in Chile 1964-1990* will be of great interest to political scientists cultural historians and scholars of education **Resource**

Allocation and Productivity in Education William L. Boyd, William T. Hartman, 1998-05-26 Resource allocation decisions made by school boards principals and teachers are critical for they determine the adequacy and equity of resources actually made available for specific schools educational programs and individual students The most important resources are often concealed by aggregate state or district measures such as dollars per student For these decisions the most important resources are elements such as basic and supplemental staffing levels staff time funding amounts for textbooks and supplies selection of new equipment particularly technology and support for new or renovated facilities The authors review current practices at each important decision making level in school districts from the school board to the classroom At each juncture the findings are interpreted to reveal both the causes of the practices and their implications for improving school effectiveness This book provides new research in helping to inform and improve resource allocation practices in schools The general conclusion is that improvement in the resource allocation practices in education requires a shift in focus to results instead of inputs a strong emphasis on student learning as the primary focus of decisions and systematic evaluation of results

Affirming Language Diversity in Schools and Society Pierre Orelus, 2014-01-10 Language is perhaps the most common issue that surfaces in debates over school reform and plays a vital role in virtually everything we are involved This edited volume explores linguistic apartheid or the disappearance of certain languages through cultural genocide by dominant European colonizers and American neoconservative groups These groups have historically imposed hegemonic languages such as English and French on colonized people at the expense of the native languages of the latter The book traces this form of apartheid from the colonial era to the English only movement in the United States and proposes alternative ways to counter linguistic apartheid that minority groups and students have faced in schools and society at large Contributors to this volume provide a historical overview of the way many languages labeled as inferior minority or simply savage have been attacked and pushed to the margins discriminating against and attempting to silence the voice of those who spoke and

continue to speak these languages Further they demonstrate the way and the extent to which such actions have affected the cultural life learning process identity and the subjective and material conditions of linguistically and historically marginalized groups including students Indigenous Concepts of Education Berte van Wyk,D. Adeniji-Neill,2014-08-20 Featuring in

depth examinations of concepts of knowing learning and education from a range of cultures worldwide this book offers a rich theory of indigenous concepts of education their relation to Western concepts and their potential for creating education that articulates the aspirations of communities and fosters humanity for all learners The Importance of Learning Styles

Ronald R. Sims,Serbrenia J. Sims,1995-05-23 This book provides a timely review of learning style research It examines those approaches that purport to promote effective learning It affirms the need for instructors and trainers to recognize the importance of individual learning differences and to use methods that help create a learning climate which increases the potential learning for all students or trainees regardless of their preferred way of learning The ability to understand and to teach to the various learning styles of students is essential to improving the effectiveness of college level education In this book Sims and Sims bring together significant research to aid academics and organizational trainers in understanding and applying learning style research and knowledge to program course and class development **Schools as Radical**

Sanctuaries René Antrop-González,2011-11-01 Large comprehensive urban high schools were designed and constructed with the belief that they could meet the needs of all its students academic and otherwise By and large however these schools have only done a good job of sorting students for specific jobs in a society based on capitalism and White supremacy Consequently students schooled in these large institutions are often sorted depending on how they are situated and or perceived by institutional agents i e teachers administrators guidance counselors and other staff along racial ethnic class gender sexual orientation and ability lines The overall result of such structurally and culturally based discriminatory practices has led to astronomically horrendous dropout pushout rates among urban youth particularly those of color who live in poverty However in such a sea of despair there exist islands of hope and miracles These islands of hope and miracles are constituted of small high schools that have become sanctuaries for their students their families and communities of color Moreover not only do these school sanctuaries exist but they have the potential to serve as inspirations to communities that are looking to the small schools initiative as a possible solution to the widespread failure of large comprehensive high schools to serve their needs Although much recent small schools research discusses the benefits of smallness very little of this research demonstrates or acknowledges the various ways in which communities have created small schools that have established the necessary conditions to make them sustainable culturally relevant and linked to social justice while greatly impacting the improved academic achievement of their students Therefore the focus of this book is to advance the school as radical sanctuary concept as described through the history curricula and experiences of urban youth and their teachers in two small urban high schools This book is important for those educationists who wish to deepen their understanding of small

school reform and its implications for urban education

Idioma, bilingüismo y nacionalidad Roamé

Torres-González, 2002 Compilation of 14 works that have made a significant contribution to the development of children's theater in Puerto Rico

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