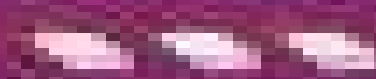


POPULAR EDUCATION AND ITS DISCONTENTS



Lawrence A. Cremin

Popular Education And Its Discontents

Rick Ginsberg, David Plank



Popular Education And Its Discontents:

Popular Education and Its Discontents Lawrence Arthur Cremin, 1990 Reflects on the problems and achievements of present day American education in the context of American educational traditions Discusses the central issues that

Americans will have to face in developing educational policies for the 1990s **Popular Education and Its Discontents** Lawrence Cremin, 1991-04-26 Discusses the issues that will influence the development of educational policies for the 1990s

Diversity and Its Discontents Neil J. Smelser, Jeffrey C. Alexander, 2021-04-13 Never before has the legitimacy of a dominant American culture been so hotly contested as over the past two decades Familiar terms such as culture wars multiculturalism moral majority and family values all suggest a society fragmented by the issue of cultural diversity So does any social solidarity exist among Americans In *Diversity and Its Discontents* a group of leading sociologists political theorists and social historians seek to answer this question empirically by exploring ideological differences theoretical disputes social processes and institutional change Together they present a broad yet penetrating look at American life in which cultural conflict has always played a part Many of the findings reveal that this conflict is no more or less rampant now than in the past and that the terms of social solidarity in the United States have changed as the society itself has changed The volume begins with reflections on the sources of the current culture wars and goes on to show a number of parallel situations throughout American history some more profound than today's conflicts The contributors identify political vicissitudes and social changes in the late twentieth century that have formed the backdrop to the wars including changes in immigration marriage family structure urban and residential life and expression of sexuality Points of agreement are revealed between the left and the right in their diagnoses of American culture and society but the essays also show how the claims of both sides have been overdrawn and polarized The volume concludes that above all the antagonists of the culture wars have failed to appreciate the powerful cohesive forces in Americans' outlooks and institutions forces that have in fact institutionalized many of the radical changes proposed in the 1960s *Diversity and Its Discontents* brings sound empirical evidence theoretical sophistication and tempered judgment to a cultural episode in American history that has for too long been clouded by ideological rhetoric In addition to the editors the contributors are Seyla Benhabib Jean L. Cohen Reynolds Farley Claude S. Fischer Frank F. Furstenberg Jr. John Higham David A. Hollinger Steven Seidman Marta Tienda David Tyack R. Stephen Warner Robert Wuthnow and Viviana A. Zelizer *Politics, Language, and Culture* Joseph W. Check, 2002-10-30 Politics language and culture are three of the most powerful forces affecting education today yet they have been little discussed in relation to systemic school reform the new status quo of urban schools This book looks at their effects through the eyes of teachers administrators and insider outsiders who are actually living reform at the school level in four widely different urban school systems Chicago San Francisco and Oakland California and Boston The book also creates a statistical and conceptual picture of urban education and school reform as national phenomena with deep historical roots and offers a composite case

study of an urban elementary school undergoing reform The author argues that urban school reform is failing because its basic strategy is misguided and because reform thinking has consciously ignored three essential sources of knowledge about school change Strategically efforts for reform have relied heavily on the widespread replication of nationally promoted exemplary programs This approach assumes that local schools lack the knowledge and will to solve their own problems and require prescriptive intervention from national models In fact the exemplary programs approach has yielded very limited success What is needed instead is the creation and long term support of unique local exemplary contexts that combine best practice approaches with local knowledge conditions and resources

Citizenship Education and Global Migration

James A. Banks, 2017-06-23 This groundbreaking book describes theory research and practice that can be used in civic education courses and programs to help students from marginalized and minoritized groups in nations around the world attain a sense of structural integration and political efficacy within their nation states develop civic participation skills and reflective cultural national and global identities

Schooling in the Antebellum South

Sarah L. Hyde, 2016-10-19 In *Schooling in the Antebellum South* Sarah L Hyde analyzes educational development in the Gulf South before the Civil War not only revealing a thriving private and public education system but also offering insight into the worldview and aspirations of the people inhabiting the region While historians have tended to emphasize that much of the antebellum South had no public school system and offered education only to elites in private institutions Hyde's work suggests a different pattern of development in Louisiana Mississippi and Alabama where citizens actually worked to extend schooling across the region As a result students learned in a variety of settings in their own homes with a family member or hired tutor at private or parochial schools and in public free schools Regardless of the venue Hyde shows that the ubiquity of learning in the region proves how highly southerners valued education As early as the 1820s and 1830s legislators in these states sought to increase access to education for less wealthy residents through financial assistance to private schools Urban governments in the region were the first to acquiesce to voters demands establishing public schools in New Orleans Natchez and Mobile The success of these schools led residents in rural areas to lobby their local legislatures for similar opportunities Despite an economic downturn in the late 1830s that limited legislative appropriations for education the economic recovery of the 1840s ushered in a new era of educational progress The return of prosperity Hyde suggests coincided with the maturation of Jacksonian democracy a political philosophy that led southerners to demand access to privileges formerly reserved for the elite including schooling Hyde explains that while Jacksonian ideology inspired voters to lobby for schools the value southerners placed on learning was rooted in republicanism they believed a representative democracy needed an educated populace to survive Consequently by 1860 all three states had established statewide public school systems *Schooling in the Antebellum South* successfully challenges the conventional wisdom that an elitist educational system prevailed in the South and adds historical depth to an understanding of the value placed on public schooling in the region

Principles and Practices of Christian Education

Robert W. Pazmino, 2002-04-29 *Principles and Practices of Christian Education* shows teachers how they can use two important principles that stand behind all evangelical practices to make their education program stand out from all the others in its nurture of students. First, evangelical Christian education recognizes the need for conversion, personal and corporate transformation that reconnects people to their Creator. Second, evangelical Christian education strives for connection, making contact with people as unique individuals who live in a particular society and who need to know more about scripture. In this book, Christian education students learn that the work for which they prepare is a partnership with God to transform people. Their central task is worship, but through it and other activities they lead others to faith, commitment, and transformation of communities. Commissions, Reports, Reforms, and Educational Policy Rick Ginsberg, David Plank, 1995-06-28 The editors have collected original papers dealing with the impact of commissions on educational policy and reform. This book is a combination of the perspectives of practitioners directly involved with writing or reacting to commission reports and scholars analyzing the significance and impact of educational policy. Chapters are written by some of the country's leading authorities on education. This book will prove to be a valuable resource for educators, administrators, political scientists, sociologists, and others interested in the state of education. Includes a foreword by Paul E. Peterson of Harvard University. What Makes Racial Diversity Work in Higher Education Frank W. Hale, 2023-07-03 A unique reference describing successful diversity initiatives in higher education. Higher education like the nation is facing major demographic changes. Our colleges and universities recognize they not only have to be more inclusive but that they have to provide an environment that will effectively retain and develop the growing population of ethnically and racially diverse students. How ready are they and what should they be doing? Frank W. Hale Jr., known as the Dean of Diversity for his pioneering efforts in establishing Ohio State as one of the institutions graduating the most Black Ph.D.s, has gathered twenty-two leading scholars and administrators from around the country who describe the successful diversity programs they have developed. Recognizing the importance of diversity as a means of embracing the experiences, perspectives, and expertise of other cultures, this book shares what has been most effective in helping institutions to create an atmosphere and a campus culture that not only admits students, faculty, and staff of color but accepts and welcomes their presence and participation. This is a landmark reference for every institution concerned with inclusivity and diversity. The successes it presents offers academic leaders much they can learn from and ideas and procedures they can adapt as they discuss and develop their own campus policies and initiatives. Contributors: Samuel Betances, Donald Brown, Carlos E. Cortés, Myra Gordon, Linda S. Greene, Frank W. Hale Jr., Margaret N. Harrigan, William B. Harvey, Freeman A. Hrabowski III, Lee Jones, William Brit Kirwan, Paul Kivel, Antoinette Miranda, JoAnn Moody, Leslie N. Pollard, Neil L. Rudenstine, William E. Sedlacek, Mac A. Stewart, M. Rick Turner, Clarence G. Williams, Raymond A. Winbush. **Critical Race Theory Perspectives on the Social Studies** Gloria Ladson-Billings, 2003-11-01 Policy, Practice, and Politics in Teacher Education Marilyn Cochran-Smith, 2006-01-13

Marilyn Cochran Smith's keen insights about the politics and substance of teacher education reform focus like a laser on the central issues of educational equity and quality in our time. Anyone who wants to understand what's happening to teaching in this country and what's at stake should read this book. Linda Darling Hammond, Charles E. Ducommun, Professor of Education, Stanford University. Marilyn Cochran Smith is one of the strongest voices in teacher education today. By weighing the evidence, challenging orthodoxy, and analyzing the policies she has given teacher education a firm footing in the scholarly canon. Her leadership is vital to the field's viability. Gloria Ladson Billings, Kellner Family Chair in Urban Education, University of Wisconsin-Madison. Access the insight and wisdom of one of today's leading educational scholars in one concise volume. When it comes to determining the best approach to teacher preparation today's teachers, teacher educators, and school leaders face an overwhelmingly contentious environment. Through her influential essays in the *Journal of Teacher Education*, however, Marilyn Cochran Smith has consistently provided educators with a distinguished voice of reason, advocacy, inspiration, and social justice. This powerful text organizes all of her editorials for the first time into one concise volume, making this an essential guide to teacher preparation at its best.

Systems Theory for Pragmatic Schooling: Toward Principles of Democratic Education C. Cunningham, 2014-11-20. Writing for educators and education leaders, Cunningham shows that combining a philosophy of pragmatism with thinking about education as systems can illuminate challenges in contemporary schooling and provide practical solutions for creating a democratic education.

Reconceptualizing Education for Newcomer Students Jordan Corson, 2023. Countless reforms and interventions have sought to improve academic outcomes for immigrant origin students with labels like at-risk, rushing forth to solve the dropout crisis. And yet even in culturally and linguistically affirmative environments, youth still fall to the margins. Based on research in a newcomer school located in New York City, the author explores the everyday lives of nine immigrant students outside of school, showing that youth are not simply waiting for school reforms. Their educational lives are not bound to institutional spaces or the logics of schooling. Instead, youth routinely take up educational practices that are intellectually rigorous, joyous, resilient, and fulfilling. These practices reveal educations that are not held to a single place or purpose. Instead, they are present in schools, on subways, at museums, in neighborhoods, across many other places, and always on the move. Using a historical and ethnographic lens, this book challenges researchers and educators to consider how education might be reconceptualized to better respond to marginalization and exclusion and, in the process, provoke new understandings of education itself.

Book Features: Listens to the stories, histories, and philosophies of immigrant youth as they explore the realities and possibilities of education. Examines undocumented educational practices that fall outside of schools or appear only in marginalized, liminal ways. Explores education in everyday life, moving outward from the classroom to hallways, beyond the school doors, and finally beyond the very logics of schooling. Includes vignettes of student participants, interviews with teachers and administrators, and analysis of school policies and curricular documents. Sparks different ways for researchers, educators, and activists to think and study.

with recently immigrated youth *Measurement and Research in the Accountability Era* Carol Anne Dwyer, 2005 This volume stems from the 2003 Educational Testing Service Invitational Conference that convened leading scholars and practitioners from education psychology economics statistics and public policy to discuss the important topic of measurement and ac Teacher Learning That Matters Mary Kooy, Klaas van Veen, 2012-02-27 In the continuing global call for educational reforms and change the contributors in this edited collection address the critical issue of teacher learning from diverse national contexts and perspectives They define teacher learning that matters as it shapes and directs pedagogical practices with the goal of improving student learning This book weaves together major studies research findings and theoretical orientations to represent a globalized network of inquiries into the what how and why of teacher learning that shapes teacher skill and knowledge Teacher learning matters on an international scale because teachers are the portals through which any initiative for change and reform is realized Recognizing that a highly skilled teaching force is instrumental to improving student achievement adds import to generating interactive dialogue on teacher learning around the globe

Teaching Democratic Ideals to Public Affairs Students Thomas Andrew Bryer, Timothy J. Shaffer, 2023-06-23 Contemporary public policy challenges are increasingly called wicked problems or problems that cannot be solved by one sector or one agency of government alone Solutions to wicked problems often further require the recognition and acceptance of tradeoffs or drawbacks which might include a cost or sacrifice for the whole of society or a subsection of society Based on the premise that government of by and for the people is not sufficient to rise to and meet wicked public policy problems this volume provides strategies and ideas for public administration educators across diverse environments as well as undergraduate and graduate education to include and integrate the principles of with the people in public administration education and practice This book explores the ways that notions of governing with citizens can be integrated into courses that focus on public administration and policy It invites instructors to think about what it means to be educators within higher education institutions in a democratic society championing deliberation and engagement as a way to prepare students for professional roles in their communities Each chapter is written by a contributor who has road tested the inclusion of democratic ideals and principles in their own classrooms and each chapter therefore provides blueprints curriculum plans and lesson plans for the integration of democratic principles in public administration education and practice Teaching Democratic Ideals to Public Affairs Students is essential reading for faculty in public administration public policy and political science departments and it will also be a useful guidebook for practicing public administrators as well as those who provide training to practicing administrators and leaders *Ethical and Social Issues in Professional Education* Celeste M. Brody, James Wallace, 1994-07-01 This book reflects and extends the great debates that schools colleges and universities are having in response to the profound moral conflicts and personal questions facing professionals today What should we teach our students What values should we communicate and nurture What should be the role of the traditional liberal arts in

professional education How should schools and colleges respond to the demands of women and minorities for a more inclusive curriculum The authors explore ongoing theoretical and practical considerations of graduate professional education through the ethical and social issues facing professionals in public service Administrators teachers counselors nurses or lawyers are recognizing that they face similar questions about their personal and professional lives Is it possible to sustain a set of fully human values as a practicing professional As a member of a public organization how does one deal with dilemmas involving conflicting priorities and ambiguous goals The authors responses to these questions are presented as themes describing connections between curriculum and pedagogy They have designed an approach to ethical and social questions respectful of the contributions of adult learners and the need to provide diverse perspectives **School Choice Policies**

and Outcomes Walter Feinberg, Christopher Lubienski, 2008-10-16 Perhaps no school reform has generated as much interest and controversy in recent years as the proposal to have parents select their children s schools Opponents of school choice fear that rolling back the government s role will lead to profit driven financial scandals sectarianism and increased class and racial isolation School choice advocates believe that state provision oversight and regulation stifle entrepreneurial creativity The contributors to this volume not only provide a clear assessment of the logic and evidence supporting the different sides of the debate but also unmask the assumptions about the relationship between markets government and educational achievement Their message is that neither markets nor government alone will guarantee freedom equality achievement or community If choice is to improve education and advance equality then educational policy cannot be placed on automatic and left to the free market Rather choice policy must be deliberately directed toward meeting these goals and this book shows how that could be accomplished **The School Reform Landscape Reloaded** Christopher H. Tienken, 2020-10-30

The School Reform Landscape Reloaded More Fear Myths and Lies peels back the curtain of school reform to examine the tensions that exist between the democratic and equitable system of public education and the emerging dual system based on elite interests aimed at profit making and decreasing education equity The author takes in depth and controversial look at school reform since the launch of Sputnik I Education reform events proposals and policies are examined through the lens of progressivist philosophy and critical social theory Some of the issues and policies critiqued include the neoliberal corporate influence on education the Sputnik myth A Nation At Risk standardization charter schools and other relevant topics The author provides an evidence based view of the free market reform ideas and he pierces the veil of the new reform policies to find that they are not built 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 equitable and democratic system of education are presented **Charter School City** Douglas N. Harris, 2020-07-15

In the wake of the tragedy and destruction that came with Hurricane Katrina in 2005 public schools in New Orleans became part of an almost unthinkable experiment eliminating the traditional public education system and completely replacing it with charter schools and school choice Fifteen

years later the results have been remarkable and the complex lessons learned should alter the way we think about American education New Orleans became the first US city ever to adopt a school system based on the principles of markets and economics When the state took over all of the city s public schools it turned them over to non profit charter school managers accountable under performance based contracts Students were no longer obligated to attend a specific school based upon their address allowing families to act like consumers and choose schools in any neighborhood The teacher union contract tenure and certification rules were eliminated giving schools autonomy and control to hire and fire as they pleased In Charter School City Douglas N Harris provides an inside look at how and why these reform decisions were made and offers many surprising findings from one of the most extensive and rigorous evaluations of a district school reform ever conducted Through close examination of the results Harris finds that this unprecedented experiment was a noteworthy success on almost every measurable student outcome But as Harris shows New Orleans was uniquely situated for these reforms to work well and that this market based reform still required some specific and active roles for government Letting free markets rule on their own without government involvement will not generate the kinds of changes their advocates suggest Combining the evidence from New Orleans with that from other cities Harris draws out the broader lessons of this unprecedented reform effort At a time when charter school debates are more based on ideology than data this book is a powerful evidence based and in depth look at how we can rethink the roles for governments markets and nonprofit organizations in education to ensure that America s schools fulfill their potential for all students

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