[DOC] Class Bureaucracy And Schools The Illusion Of Educational Change In America

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Class, Bureaucracy, and Schools-Michael B. Katz 1975

Class, bureaucracy, and schools-Michael B. Katz 1975

The Enigmatic Academy-Christian J. Churchill 2011-06-15 The Enigmatic Academy is a provocative look at the purpose and practice of education in America. Authors Christian Churchill and Gerald Levy use three case studies—a liberal arts college, a boarding school, and a Job Corps center—to illustrate how class, bureaucratic, and secular-religious dimensions of education prepare youth for participation in American foreign and domestic policy at all levels. The authors

describe how schools contribute to the formation of a bureaucratic character; how middle and upper class students are trained for leadership positions in corporations, government, and the military; and how the education of lower class students often serves more powerful classes and institutions. Exploring how youth and their educators encounter the complexities of ideology and bureaucracy in school, The Enigmatic Academy deepens our understanding of the flawed redemptive relationship between education and society in the United States. Paradoxically, these three studied schools all prepare students to participate in a society whose values they oppose.

Policy Studies Review Annual-Stuart S. Nagel 1977-08-01

Property Bureaucracy & Culture-Michael Savage 2014-04-23 First published in 1992. Routledge is an imprint of Taylor & Francis, an informa company.

Campaigns Against Corporal Punishment-Myra C. Glenn 1984-01-01 Campaigns against Corporal Punishment explores the theory and practice of punishment in Antebellum America from a broad, comparative perspective. It probes the concerns underlying the naval, prison, domestic, and educational reform campaigns which occurred in New England and New York from the late 1820s to the late 1850s. Focusing on the common forms of physical punishment inflicted on seamen, prisoners, women, and children, the book reveals the effect of these campaigns on actual disciplinary practices. Myra C. Glenn also places the crusade against corporal punishment in the context of various other contemporary reform movements such as the crusade against intemperance and that against slavery. She shows how regional and political differences affected discussions of punishment and discipline.

Class, Culture, and Race in American Schools-Stanley William Rothstein 1995 Class, culture, and race have influenced the educational experiences of children for centuries. As the demography of the United States shifts to create an even more diverse society, socioeconomic, racial, and ethnic issues gain growing importance to schooling in America. This reference work explores the critical importance of these issues to American schooling and employs historical, anthropological, sociological, and theoretical perspectives to provide an overview.

Beating Bureaucracy in Special Educational Needs-Jean Gross 2015-06-05 Are you overwhelmed by the amount of paperwork that SEN generates in your school? Would you like to spend more time actually improving the quality of teaching and learning for pupils with SEN or disabilities? If so, this is an essential book for you. Fully revised and updated for the 2014 SEN Code of Practice, this new edition contains strategies for reducing the number of individual education plans and review meetings. Beating Bureaucracy in Special Educational Needs will help you to use existing systems for target setting, recording and planning – personalised systems that are used for all children as part of everyday teaching practices. It lists the intervention programmes that really work and showcases the work of four schools that have successfully developed ways of planning provision, working with parents, and supporting staff development. Ready-to-use proforma in the book are also available online, and include a model policy for Ofsted; strategy sheets for all main types of SEN; provision maps and proformas to help you plan, monitor and evaluate your provision Beating Bureaucracy in Special Educational Needs will provide support for school leaders, SENCOs and anyone undertaking the national SENCO award. A practical and engaging guide, this new and updated edition shows

how to put responsibility for supporting children with most types of additional need firmly back where it belongs – with class and subject teachers. It will help you – in the words of one SENCO – 'get your life back'.

Bureaucracy and Professionalism-Jeffrey Glanz 1991 This work explains the rise and evolution of an occupational group in its efforts to professionalize, and offers an interpretive analysis of the factors that have historically shaped and influenced public school supervision.

The Emancipatory Promise of Charter Schools-Eric Rofes 2004-10-14 Offers a broad, multidisciplinary, and progressive look at school choice.

The Asian American Educational Experience-Don T. Nakanishi 1995 First Published in 1995. Routledge is an imprint of Taylor & Francis, an informa company.

Class, Ideologies and Educational Futures-D W. Livingstone 2012-05-16 This book provides a systematic and detailed analysis of class relations in advanced capitalist societies as a basis for understanding both class differences in educational practices and the relative effects of class and other social background factors on public attitudes toward education. Secondly, the book offers an empirically-grounded summary of the contending educational ideologies in advanced capitalism, through a discourse analysis of the public statements of spokes-persons for major class groupings. Thirdly, using the data from several public opinion surveys in Ontario, profiles of public attitudes on critical education issues are interpreted in terms of the actual effects of class and other social background factors, as well as the mediating influences of contending ideologies. Finally a general approach and array of tactics for creating practical alternative

educational and social futures are illustrated through the book.

Encyclopedia of Adolescence-Roger J.R. Levesque 2011-09-05 The Encyclopedia of Adolescence breaks new ground as an important central resource for the study of adolescence. Comprehensive in breath and textbook in depth, the Encyclopedia of Adolescence – with entries presented in easy-to-access A to Z format – serves as a reference repository of knowledge in the field as well as a frequently updated conduit of new knowledge long before such information trickles down from research to standard textbooks. By making full use of Springer's print and online flexibility, the Encyclopedia is at the forefront of efforts to advance the field by pushing and creating new boundaries and areas of study that further our understanding of adolescents and their place in society. Substantively, the Encyclopedia draws from four major areas of research relating to adolescence. The first broad area includes research relating to "Self, Identity and Development in Adolescence". This area covers research relating to identity, from early adolescence through emerging adulthood; basic aspects of development (e.g., biological, cognitive, social); and foundational developmental theories. In addition, this area focuses on various types of identity: gender, sexual, civic, moral, political, racial, spiritual, religious, and so forth. The second broad area centers on "Adolescents' Social and Personal Relationships". This area of research examines the nature and influence of a variety of important relationships, including family, peer, friends, sexual and romantic as well as significant nonparental adults. The third area examines "Adolescents in Social Institutions". This area of research centers on the influence and nature of important institutions that serve as the socializing contexts for adolescents. These major institutions include schools, religious groups, justice systems, medical fields, cultural

contexts, media, legal systems, economic structures, and youth organizations. "Adolescent Mental Health" constitutes the last major area of research. This broad area of research focuses on the wide variety of human thoughts, actions, and behaviors relating to mental health, from psychopathology to thriving. Major topic examples include deviance, violence, crime, pathology (DSM), normalcy, risk, victimization, disabilities, flow, and positive youth development.

Late to Class-Jane A. Van Galen 2012-02-01 Looks at the educational experiences of poor, working class, and middle class students against the backdrop of complicated class stratification in a shifting global economy.

The "Underclass" Debate-Michael B. Katz 2018-06-05 Do ominous reports of an emerging "underclass" reveal an unprecedented crisis in American society? Or are social commentators simply rediscovering the tragedy of recurring urban poverty, as they seem to do every few decades? Although social scientists and members of the public make frequent assumptions about these questions, they have little information about the crucial differences between past and present. By providing a badly needed historical context, these essays reframe today's "underclass" debate. Realizing that labels of "social pathology" echo fruitless distinctions between the "deserving" and "undeserving" poor, the contributors focus not on individual and family behavior but on a complex set of processes that have been at work over a long period, degrading the inner cities and, inevitably, the nation as a whole. How do individuals among the urban poor manage to survive? How have they created a dissident "infrapolitics?" How have social relations within the urban ghettos changed? What has been the effect of industrial restructuring on poverty? Besides exploring these questions, the contributors discuss the influence of African traditions

on the family patterns of African Americans, the origins of institutions that serve the urban poor, the reasons for the crisis in urban education, the achievements and limits of the War on Poverty, and the role of income transfers, earnings, and the contributions of family members in overcoming poverty. The message of the essays is clear: Americans will flourish or fail together.

Power and the Promise of School Reform-William J. Reese 2002 This book examines how grass-roots movements operated during the early twentieth century to shape urban education in the United States.

Education-James Walker Benét 1976 Current discussions of education from Jenck's "Inequality "to Coleman's recent controversial pronouncements on desegregation orders and "white flight" concentrate on the efficacy of educational reform. The articles in this anthology, collected from two issues of the journal "Social Problems, "all consider this topic. The volume is divided into six sections, each exploring different aspects of education. In an introductory essay the editors state the theme of the work and outl i ne the approaches and focuses of the individual essays. Daniels and Benet provide a framework within which the reader can digest and interpret the various contributions, and raise a series of questions intended to guide future educational research. They maintain that only interdisciplinary study can enable researchers to understand the play between individual aspirations and interconnecting social systems and institutions in the development of the growing exasperation with (or indifference to) the schooling question. Originally sponsored by the Society for the Study of Social Problems, this work provides refreshing insights into the nature of contemporary education and explores new areas of research not previously discussed. It follows a "social system" approach to education and advocates it as

a model for future researchers. Serves an "important role in the current assessment of American education. "Ray C. Rist, Cornell University

The One Best System-David B. Tyack 1974 What we don't know about learning could fill a book—and it might be a schoolbook. In a masterly commentary on the possibilities of education, the eminent psychologist Jerome Bruner reveals how education can usher children into their culture, though it often fails to do so. Applying the newly emerging "cultural psychology" to education, Bruner proposes that the mind reaches its full potential only through participation in the culture—not just its more formal arts and sciences, but its ways of perceiving, thinking, feeling, and carrying out discourse. By examining both educational practice and educational theory, Bruner explores new and rich ways of approaching many of the classical problems that perplex educators. Education, Bruner reminds us, cannot be reduced to mere information processing, sorting knowledge into categories. Its objective is to help learners construct meanings, not simply to manage information. Meaning making requires an understanding of the ways of one's culture—whether the subject in question is social studies, literature, or science. The Culture of Education makes a forceful case for the importance of narrative as an instrument of meaning making. An embodiment of culture, narrative permits us to understand the present, the past, and the humanly possible in a uniquely human way. Going well beyond his earlier acclaimed books on education, Bruner looks past the issue of achieving individual competence to the question of how education equips individuals to participate in the culture on which life and livelihood depend. Educators, psychologists, and students of mind and culture will find in this volume an unsettling criticism that challenges our current conventional practices—as well as a wise vision that charts a direction for the future.

Charter School Report Card-Shawgi Tell 2016-04-01 What is a charter school? Where do they come from? Who promotes them, and why? What are they supposed to do? Are they the silver bullet to the ills plaguing the American public education system? This book provides a comprehensive and accessible overview and analysis of charter schools and their many dimensions. It shows that charter schools as a whole lower the quality of education through the privatization and marketization of education. The final chapter provides readers with a way toward rethinking and remaking education in a way that is consistent with modern requirements. Society and its members need a fully funded high quality public education system open to all and controlled by a public authority.

Critical Studies in Organization and Bureaucracy-Frank Fischer 1994 Contemporary scholarship and classic essays focus on the continuing crises in bureaucratic organizations and managerial authority. Rethinking and innovation in private, public, and nonprofit organizations emerge from case studies on schools, multicultural and feminist organizations, private corporations, environmental planning and regulation, alternative services, and attempts to "reinvent government." Author note: Frank Fischer teaches Political Science and Public Administration at Rutgers University and has published several books, including Technocracy and the Politics of Expertise and The Argumentative Turn in PolicyAnalysis and Planning.Carmen Sirianni teaches Sociology at Brandeis University and is co-editor of the Labor and Social Change series at Temple University Press. His books include Worker Participation and the Politics of Reform (Temple) and Working Time in Transition (Temple).

Resources in education-1984-03

**Ten Steps for Genuine
Leadership in Schools**-
David M. Fultz 2017-01-12
This book provides busy
educators with insight on
genuine processes and
decision-making that
maximizes student learning
and overall academic success.
Full of examples, templates,
reflective prompts, and
suggestions on how to plan
for and drive daily practice,
Ten Steps for Genuine
Leadership in Schools
explores the importance of a
genuine learning
environment, genuine
instructional practices,
genuine innovative processes,
a genuine vision and mission
of your school, and genuine
relationships between staff,
students, parents, and
community. Covering specific
strategies that can be
implemented immediately,
this book is a straightforward
and honest approach in doing
what really matters in the
principal's chair to elicit
positive student outcomes.

Research in Education-

1972

**The Rise and Fall of an
Urban School System**-
Jeffrey Mirel 1999 The
updated edition of the
difficulties faced by the
Detroit public schools and the
historical reasons that led to
the present situation

**Public Or Private
Education?**-Richard Aldrich
2004 The essays that make up
this collection examine past,
present and future
relationships between the
private and public dimensions
of education. The book offers
an analysis of the situation
from an international
perspective.

**Privatization and the
Education of Marginalized
Children**-Bekisizwe S.
Ndimande 2017-04-07
Privatization and the
Education of Marginalized
Children examines the issue
of markets in education as
they shape educational
opportunities for
disadvantaged children—for

better or worse—in countries around the globe. With chapters written by leading scholars in the field of international education, this book analyzes the important questions of equity and markets, privatization and opportunity, and policies' objectives and outcomes, and it explores the potential, promises, and empirical evidence on the role of market mechanisms. Offering insights from theoretical as well as international-comparative perspectives, this volume will appeal to researchers and students of education-focused public policy, sociology, and international economics. A timely contribution to the field, Privatization and the Education of Marginalized Children aims to engage in public/private debate by addressing the larger societal exclusions and segregation of communities in which these schools exist.

Permanent Exclusion from School and Institutional Prejudice-Anna Carlile 2013-02-11 Permanent exclusion from school and institutional prejudice Creating change through critical bureaucracy Anna Carlile This book tells the story of permanent exclusion from school from within an urban children's services department. It focuses on two areas: what contributes to instances of permanent exclusion from school, and what the effects are of its existence as a disciplinary option. The book questions how and why local government officers make particular decisions about children and young people. Rather than focussing on what children and young people 'did' behaviourally to 'get excluded', the book adopts a Foucauldian analysis to concentrate on their place within a larger policy-community which includes professionals and policy makers. It adopts a critical-bureaucratic exercise in 'studying up' on powerful organisations: an informed approach to ameliorating social inequity. The findings described here suggest a broad, deep and opaque seam of institutional prejudice: permanent exclusion from school can be understood to

be both caused by this and to intensify its effects. This has implications for the 'voices' of young people subject to or at risk of permanent exclusion from school, and the final chapter outlines a Foucauldian/Freirian 'student voice' project, offering ideas about how schools might tackle this.

Alternative Schooling and Student Engagement-Nina Bascia 2017-08-14 This book explores the unique phenomenon of public alternative schools in Toronto, Canada and other large urban areas. Although schools of this kind have existed for more than a century, very little has been written about the alternative school movement. These alternatives focus more on child-centered instruction, give many students (and teachers) opportunities to organize the school differently, provide a greater voice for teachers, students, and parents, and engage students far more with experiential learning. When traditional school structures are failing to meet the needs of many children

and youth, there is a rapidly growing need for information and discussion about alternatives that will encourage their talents and serve their needs. This book draws attention to the issue of alternative schooling to help make it more accessible to a wider audience.

The Abolitionist Legacy-James M. McPherson 1995 Tracing the activities of nearly 300 abolitionists and their descendants, this title reveals that some played a crucial role in the establishment of schools and colleges for southern blacks, while others formed the vanguard of liberals who founded the NAACP in 1910.

What Makes a Star Teacher-Valerie Hill-Jackson 2019-03-28 How do some teachers manage to expertly engage students in deep learning, harmonize mandated standards with individual student needs, and create trusting relationships in the classroom? What typically sets these "star

teachers" apart from other teachers? In What Makes a Star Teacher: 7 Dispositions That Support Student Learning, Valerie Hill-Jackson, Nicholas D. Hartlep, and Delia Stafford provide a framework that can help ensure that you are your students' greatest asset—and a star teacher in your classroom. The book is grounded in studies conducted and ideas developed over a half-century by educational theorist Martin Haberman, whose models are used in hundreds of school districts across the United States. It's designed to help you assess, develop, and reflect upon seven key dispositions of Haberman's star teachers: 1. Persistence 2. Positive values about student learning 3. The ability to adapt general theories into pedagogical practices 4. An encouraging approach to students classified as at risk 5. A professional versus a personal orientation to learners 6. The ability to navigate school bureaucracy 7. A willingness to admit one's shortcomings Full of insightful authentic examples, practical and ready-to-use strategies, and numerous suggested resources, What Makes a Star Teacher offers what every teacher—and every student—needs to thrive in any classroom.

Education and Social Change-John Rury 2004-11-16 In this brief, interpretive history of American schooling, John Rury focuses on the evolving relationship between education and social change. The book considers the impact of social forces, such as industrialization, urbanization, immigration, and cultural conflict on the development of schools and other educational institutions. It also examines the various ways that schools have contributed to social change, particularly in providing avenues of social mobility and success for certain social groups and not for others. Detailed accounts of the experiences of women and minority groups in American history explain how their lives have been affected by education. Key features include. *Content Coverage-- Provides a concise, interpretive history of

American education that ranges from colonial beginnings to the present. Key social science concepts, such as social and cultural capital are used throughout to explain historical developments related to social change and education. *Engaging Storyline--A clear, interpretive storyline is repeatedly punctuated by in-depth explorations of specific historical issues or events that increase the level of student engagement and response. *Teaching Flexibility--Its content, modest length, and price make it appropriate for students in any of the following courses: Social and Historical Foundations of Education; Introduction to Education, History of Education, Sociology of Education, or Educational Policy Studies. *Changes--Readability has been increased through careful editing at both the micro (sentence) and macro (organizational) levels. New material on Hispanic education has been added and references updated throughout the text.

What Counts as Knowledge in Teacher Education (Volume 5)-James Raths 2005-06-01 The field of education generally, and teacher education particularly, is experiencing some general disquiet with traditional approaches to the identification and classification of knowledge. Formal research studies, long the source of the knowledge base of teaching, is discredited by new ideologies that are based in the women's movement, the multiculturalists, and persons taken up with newer research strategies called naturalistic, ethnographic, or case study approaches. The book is a collection of essays that rehearses the issues facing the field, and addresses them in forthright fashion.

Bowles and Gintis Revisited-Mike Cole 1988-01 First Published in 1988. Routledge is an imprint of Taylor & Francis, an informa company.

Strategy-David Faulkner

2002 This is the most comprehensive collection to date on all aspects of strategy. The articles selected here discuss key themes, including:* different conceptions of strategy, such as the classical, rational models of Porter, the empirical, emergent emphasis of Mintzberg, and the competence based models of Grant and others * the relationship between strategy and other subjects including economics and organizational studies * scenario planning, networks, strategic groups and knowledge, and other key new developments * the implications of globalization and international management * key strategic decisions including diversification and mergers and acquisitionsWith a new introduction by the editor and an extensive index, this collection is an invaluable reference tool and teaching aid.

Community Chest- 1989 Voluntary contributions by private citizens and corporations in amounts ranging from a few coins to millions of dollars are a major factor in the maintenance of the American way of life. It is difficult to imagine the consequences if this source of support for the work of religious bodies, health and welfare agencies, and educational and research institutions were materially reduced. This case study, focused on Indianapolis, examines a critical mass fund-raising and giving program. Community chests in many communities evolved into the present-day United Way. In design, scope, and detail this study was without precedent when it was initially published in the 1950s. But "Community Chest "is more than an examination of local problems of fund raising. It also makes a decisive contribution to knowledge of philanthropic practice that is of general relevance to the social sciences. The book asks and seeks answers to the most ticklish issues of philanthropic fund raising: What may agencies expect in contributions from different social segments? How does one begin to estimate the need for philanthropic dollars in a given community? How

can the public guard the interests of both ultimate recipients of assistance and donors? In short, what elements are crucial to success or failure in financing voluntary agencies, not merely in terms of money but with full regard for the needs and potentials of citizens and the community as a whole? Sociologists, welfare personnel, and professionals involved in financial development will find in this book an extraordinary amount of material, both factual and interpretive, suggesting new approaches to the perplexing problems of community fund raising. A new introduction prepared by Carl Milofsky is a fascinating study of the tensions involved in the selection of the senior author, John R. Seeley, and of the critical response to this controversial study. This new material itself uniquely contributes to the sociology of knowledge.

Social History and Social Policy-David J. Rothman 2013-09-03 Social History and Social Policy is a collection of papers that explores the correlation of social history and social policy. Each article in the book are prepared by social historians, preoccupied in the study of the origins and structure of health systems, urban planning, schools, and pension programs, who seek to change the process of social policy formation. The book is divided into three sections. Part I serves as an introduction and provides the history of social institutions. The second part deals with the history of social problems, discussing public employee pension problems; policies on health care; and a few aspects of the history of criminal justice in the United States. The last part provides the uses of history in the making of social policy. The text will be a valuable source of insight for public administrators, politicians, policy makers, political leaders, and analysts.

The Struggle for the American Curriculum, 1893-1958-Herbert M. Kliebard 2004-11-15 Published in 1987, the first edition of The Struggle for the American Curriculum was a

classic in curriculum studies and in the history of education. This new third edition is thoroughly revised and updated, and includes two new chapters on the renewed attacks on the subject curriculum in the 1940s and 1950s, as well as the way individual school subjects evolved over time and were affected by these attacks.

Cultural Production of the Educated Person, The-Bradley A. Levinson Examines the ways in which cultural practices and knowledges are produced in and out of schools around the world.

The Failed Promise of the American High School, 1890-1995-David L. Angus 1999 This provocative new study of the American high school examines the historical debates about curriculum policy and also traces changes in the institution itself, as evidenced by what students actually studied. Contrary to conventional accounts, the authors argue that beginning in the 1930s, American high schools shifted from institutions primarily concerned with academic and vocational education to institutions mainly focused on custodial care of adolescents. Claiming that these changes reflected educators' racial, class, and gender biases, the authors offer original suggestions for policy adjustments that may lead to greater educational equality for our ever-growing and ever more diverse population of students.

Unlearned Lessons-Barbara Z. Presseisen 1985