

Schooled To Order A Social History Of Public Schooling In The United States

Manual of School Health - E-Book
Assimilation, Acculturation, and Social Mobility
Social Implications of Schooling
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Colorado School Journal
A Socially Critical View of the Self-managing School
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Encyclopedia of the Social and Cultural Foundations of Education
School and the Social Order
The American Model of State and School
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Educational Research: the Educationalization of Social Problems
Handbook of Schooling in Urban America
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Manual of School Health - E-Book

Here is a review of worldwide economic, political, cultural and educational changes since the beginning of the 1980s, examining new trends in educational governance. It describes the processes of globalization and shows how national education systems have responded. The book explains how world education models have emerged in international agencies and traces the ways these models are borrowed, imitated, imposed and adapted as different countries reform primary and secondary education.

Assimilation, Acculturation, and Social Mobility

Social Implications of Schooling

State and Schools argues that the American educational model represents a third way of organizing the provision of schooling, and that this accounts for some of its strengths as well as some of its weaknesses. Charles L. Glenn looks closely at the tradition of democratic localism in the management of schooling, and the powerful and anti-democratic effect of the emerging education 'profession,' which has in some respects the characteristics of a religious movement more than of a true profession. A sweeping chronological survey, State and Schools includes chapters on the colonial background, schooling in the New Republic, the creation of an education profession, and the progressive education movement, among others. Glenn's primary purpose, in this authoritative and thoroughly researched book, is

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to illustrate the deep roots of ways of thinking about schools that have made it difficult for policy-makers and the public to do what needs to be done to enable schools to function as they should, for our society and for future generations.

The Schooled Society

Completely updated, the 3rd edition of this practical, highly portable manual offers quick access to the most relevant health and wellness information for children -- from birth through age 21 - in the school setting. You'll find valuable guidance on developmental stages, learning domains, acute and chronic illnesses, first aid, medical syndromes, special education, and emergency illness. This edition also addresses the growing array of issues affecting today's children, including mental health disorders, disaster management, substance abuse, and school violence, as well as new threats such as West Nile virus, dermatological conditions, and the reemergence of tuberculosis. Ideal for use in school and community settings, this manual is a must-have resource for anyone who works with children. A best practice approach to health issues and concerns helps you provide the best possible care to students. A clear, consistent outline format and straightforward writing style make it easy to locate and apply essential information. Updated content includes important contemporary issues in schools, such as body piercing, backpack syndrome, and computer ergonomics. Brain Findings section offers relevant information about recent brain and neurology research, with insights on how it relates to childhood development and health. Numerous appendices, including the latest growth charts and immunization schedules, provide essential information for assessing school age children. English-Spanish translation guide for common health terms and phrases helps you communicate more effectively with Hispanic students. Web site resources at the end of each chapter provide reliable sources for further information and research. A convenient Glossary familiarizes you with important terminology and definitions used throughout the book. New, user-friendly design helps you find key information quickly with helpful boxes, tables, and headings. New 8-page color insert serves as an instant visual reference to help you identify rashes, skin lesions, and other dermatological conditions that are common among school-age children. A separate chapter on first aid walks you through the management of common injuries and emergency situations. Revised mental health chapter presents current, detailed information on the major mental disorders that affect school-age children such as depression, autism, and Asperger's, with an extensive psychotropic medication table. A new chapter devoted to disaster management includes the latest information on bioterrorism and homeland security threats to help you create an action plan for disaster situations. A revised chapter on violence addresses sexual assault, self-mutilation, suicide, domestic violence, and violence in the schools, to help you stay informed about current societal trends, issues, and developments. New information on teen pregnancy offers helpful guidelines on communicating with students about this important issue.

The Social Construction of Nationalism

School & Society

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This collection of non-partisan reports focuses on 18 hot-button social policy issues written by award-winning CQ Researcher journalists. As an annual that comes together just months before publication, the volume is as current as possible. And because it's CQ Researcher, the social policy reports are expertly researched and written, showing all sides of an issue. Chapters follow a consistent organization, exploring three issue questions, then offering background, current context, and a look ahead, as well as featuring a pro/con debate box. All issues include a chronology, bibliography, photos, charts, and figures.

Colorado School Journal

Pushing 'social' responsibilities on schools is a process that has been underway for a long time. This phenomenon has been studied more in Europe than in North America and the U.K. and has been labelled Pädagogisierung. The editors have chosen to use 'Educationalization' to identify the overall orientation or trend toward thinking about education as the focal point for addressing or solving larger human problems. The term describes these phenomena as a sub-process of the 'modernization' of society, but it also has negative connotations, such as increased dependence, patronization, and pampering. In this book distinguished philosophers and historians of education focus on 'educationalization' to expand its meaning through an engagement with educational theory. Topics discussed are the family and the child, the 'learning society', citizenship education, widening participation in higher education, progressive education, and schooling movements such as No Child Left Behind. 'Smeyers' and Depaepe's book offers great insights into one of the most ambivalent phenomena of today's educational world and especially educational policy. The contributions assembled represent perspectives of some of the most respected scholars in the field. Their manifold critiques of the educationalization of social problems are rather convincing. Our time is definitely ripe for such analysis!' Roland Reichenbach, Center for Educational Studies, University of Basel, Switzerland 'This is a challenging, critical and analytical treatment of the tendency of contemporary administrations to overburden educational institutions with the expectation that they will provide the solutions to an increasingly diverse range of social and economic problems. It brings together the theoretical resources of a distinguished international group of philosophers and historians of education and deserves the careful attention of educational policy makers, practitioners and researchers alike.' David Bridges, Von Hügel Institute, St Edmund's College, Cambridge, England This publication is realized by the Research Community (FWO-Vlaanderen / Research Foundation Flanders, Belgium) Philosophy and History of the Discipline of Education: Evaluation and Evolution of the Criteria for Educational Research. Also realized by the Research Community are Educational Research: Why 'What Works' Doesn't Work (2006) and Educational Research: Networks and Technologies (2007).

A Socially Critical View of the Self-managing School

Only 150 years ago, the majority of the world's population was largely illiterate. Today, not only do most people over fifteen have basic reading and writing skills, but 20 percent of the population attends some form of higher education. What are the effects of such radical, large-scale change? David Baker argues that the education revolution has transformed our world into a schooled society—that is, a

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society that is actively created and defined by education. Drawing on neo-institutionalism, *The Schooled Society* shows how mass education interjects itself and its ideologies into culture at large: from the dynamics of social mobility, to how we measure intelligence, to the values we promote. The proposition that education is a primary rather than a "reactive" institution is then tested by examining the degree to which education has influenced other large-scale social forces, such as the economy, politics, and religion. Rich, groundbreaking, and globally-oriented, *The Schooled Society* sheds light on how mass education has dramatically altered the face of society and human life.

Rethinking School Violence

This volume of essays from leading British, North American and Australasian contributors looks at the issues of the convergence of distance and conventional education. The term 'convergence' refers to the breaking down of barriers between open and distance learning and conventional institutions, and the creation of more and more institutions working across a range of modes. Such convergence has been driven by a number of factors, including the new technologies for teaching and learning, the impact of lifelong learning policies, the entry of larger than ever numbers of adult part-time students into tertiary education, and the demands of both employers and individuals for professional and work-related education throughout their working lives. The fourteen chapters engage critically with a range of aspects of convergence, including: * how well is open and distance learning carried out by conventional institutions for which it may continue for a lengthy period to be seen as of secondary importance? * to what extent will open and distance learning be more effectively carried out by conventional institutions able to offer a variety of modes to a wide range of learners? * how well will the variety of learners be served by systems that are converging? * what are the managerial issues at institutional level where converging systems are being developed?

The Emergence of the Common School in the U.S. Countryside

Encyclopedia of the Social and Cultural Foundations of Education

The essays in this book examine how norms of gender, culture and educational practice contribute to school violence.

School and the Social Order

In the present electronic torrent of MTV and teen flicks, Nintendo and Air Jordan advertisements, consumer culture is an unmistakably important—and controversial—dimension of modern childhood. Historians and social commentators have typically assumed that the child consumer became significant during the postwar television age. But the child consumer was already an important phenomenon in the early twentieth century. The family, traditionally the primary institution of child socialization, began to face an array of new competitors who

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sought to put their own imprint on children's acculturation to consumer capitalism. Advertisers, children's magazine publishers, public schools, child experts, and children's peer groups alternately collaborated with, and competed against, the family in their quest to define children's identities. At stake in these conflicts and collaborations was no less than the direction of American consumer society—would children's consumer training rein in hedonistic excesses or contribute to the spread of hollow, commercial values? Not simply a new player in the economy, the child consumer became a lightning rod for broader concerns about the sanctity of the family and the authority of the market in modern capitalist culture. Lisa Jacobson reveals how changing conceptions of masculinity and femininity shaped the ways Americans understood the virtues and vices of boy and girl consumers—and why boys in particular emerged as the heroes of the new consumer age. She also analyzes how children's own behavior, peer culture, and emotional investment in goods influenced the dynamics of the new consumer culture. *Raising Consumers* is a provocative examination of the social, economic, and cultural forces that produced and ultimately legitimized a distinctive children's consumer culture in the early twentieth century.

The American Model of State and School

Argues that as public schools became integral to the maintenance of American lifestyles, they increasingly reflected the primary tensions between democratic rhetoric and the reality of a class-divided system

The Cultural Production of the Educated Person

More than any other field in education, the social and cultural foundations of education reflect many of the conflicts, tensions, and forces in American society. This is hardly surprising, since the area focuses on issues such as race, gender, socioeconomic class, the impact of technology on learning, what it means to be educated, and the role of teaching and learning in a societal context. The *Encyclopedia of the Social and Cultural Foundations of Education* provides a comprehensive introduction to the social and cultural foundations of education. With more than 400 entries, the three volumes of this indispensable resource offer a thorough and interdisciplinary view of the field for all those interested in issues involving schools and society. Key Features · Provides an interdisciplinary perspective from areas such as comparative education, educational anthropology, educational sociology, the history of education, and the philosophy of education · Presents essays on major movements in the field, including the Free School and Visual Instruction movements · Includes more than 130 biographical entries on important men and women in education · Offers interpretations of legal material including *Brown v. Board of Education*(1954) and the GI Bill of Rights · Explores theoretical debates fundamental to the field such as religion in the public school curriculum, rights of students and teachers, surveillance in schools, tracking and detracking, and many more · Contains a visual history of American education with nearly 350 images and an accompanying narrative Key Themes · Arts, Media, and Technology · Curriculum · Economic Issues · Equality and Social Stratification · Evaluation, Testing, and Research Methods · History of Education · Law and Public Policy · Literacy · Multiculturalism and Special Populations · Organizations, Schools, and Institutions · Religion and Social Values · School Governance · Sexuality and

Teaching Social Studies that Matters

Schooling the Poor

Examines the roots of major societal troubles in the patterns of class, racial, and gender stratification and subordination. By exploring major social problems through a conflict theory perspective, this book helps the reader think critically about the characteristics, impact, and roots of major social problems such as unemployment, poverty, economic decline, racism, sexism, environmental pollution, and nuclear power.

Education and Social Emancipation

No plan to increase achievement and enact reform in the social studies classroom will succeed without recognizing the central importance of the teacher as the “gatekeeper” of instruction. In this book, Thornton details why teachers must develop strong skills in curriculum planning and teaching methods in order for effective instruction to occur. Thornton helps teachers to develop a vision of their practice that will build strong social studies programs and inspire students to learn. Features: An approach to preparing purposeful teachers, acknowledging that teachers make daily decisions concerning what to teach and how to teach it. Replicable examples of the kinds of reflective practice that will enable teachers to animate classroom instruction and create a dynamic social studies curriculum. An analysis of how teachers adapt and shape state and district level curricula and classroom materials to fit the specific needs of their students—a model of how to develop an instructional program with suggestions for lesson planning. In-depth examinations of alternative ways of educating teachers in subject matter and teaching methods. “In this important book, Steve Thornton brings a Deweyan perspective to current problems in social studies education. He does more, however, because his analysis can be extended profitably to every subject in the curriculum.” —From the Foreword by Nel Noddings “A thoughtful and carefully documented analysis. . . . Let us hope that this book encourages a richer dialogue than the now-tedious and generally unproductive separate disciplines v. integrated social studies debate.” —Linda S. Levstik, University of Kentucky, Lexington “A refreshingly clearheaded, historically grounded, altogether enlightening analysis. This is the book I’ve been waiting for.” —Walter Parker, University of Washington

In the Web of Class

Describes the disciplinary and pedagogical practices adopted to deal with the difficult problems of controlling and socializing poor and immigrant children in our urban areas over the past two centuries.

Literacies, Power, and the Schooled Body

Social Progress

Capricorn (Cap) Anderson has never watched television. He's never tasted a pizza. Never heard of a wedgie. Since he was little, his only experience has been living on a farm commune and being home-schooled by his hippie grandmother, Rain. But when Rain falls out of a tree while picking plums and has to stay in the hospital, Cap is forced to move in with a guidance counselor and her cranky teen daughter and attend the local middle school. While Cap knows a lot about tie-dying and Zen Buddhism, no education could prepare him for the politics of public school. Right from the beginning, Cap's weirdness makes him a moving target at Claverage Middle School (dubbed C-Average by the students). He has long, ungroomed hair; wears hemp clothes; and practises tai chi on the lawn. Once Zack Powers, big man on campus, spots Cap, he can't wait to introduce him to the age-old tradition at C-Average: the biggest nerd is nominated for class president-and wins.

Current Book Review Citations

Schooled for the Future?

This book examines how children's bodies are trained in time and space to produce schooled, literate individuals. Moving from theory to practice, examples of real classroom events show how teachers' practices direct discipline onto children's bodies.

The Universal Jewish Encyclopedia in 10 Volumes

Schooled to Order

Challenging the model of the "self-managing school", this book calls into question the process of school devolution. It investigates the phenomenon of the self-managing school, why it is happening now, what is the truth behind this notion and the problems which lie behind the ideals.

Schooled

"An analytic overview of the history of social welfare and juvenile justice in Boston..[Schneider] traces cogently the origins, development, and ultimate failure of Protestant and Catholic reformers' efforts to ameliorate working-class poverty and juvenile delinquency." —Choice "Anyone who wants to understand why America's approach to juvenile justice doesn't work should read In the Web of Class." —Michael B. Katz, University of Pennsylvania

Issues for Debate in Social Policy

The first woman elected superintendent of schools in Rowan County, Kentucky, Cora Wilson Stewart (1875--1958) realized that a major key to overcoming the illiteracy that plagued her community was to educate adult illiterates. To combat

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this problem, Stewart opened up her schools to adults during moonlit evenings in the winter of 1911. The result was the creation of the Moonlight Schools, a grassroots movement dedicated to eliminating illiteracy in one generation. Following Stewart's lead, educators across the nation began to develop similar literacy programs; within a few years, Moonlight Schools had emerged in Minnesota, South Carolina, and other states. Cora Wilson Stewart and Kentucky's Moonlight Schools examines these institutions and analyzes Stewart's role in shaping education at the state and national levels. To improve their literacy, Moonlight students learned first to write their names and then advanced to practical lessons about everyday life. Stewart wrote reading primers for classroom use, designing them for rural people, soldiers, Native Americans, prisoners, and mothers. Each set of readers focused on the knowledge that individuals in the target group needed to acquire to be better citizens within their community. The reading lessons also emphasized the importance of patriotism, civic responsibility, Christian morality, health, and social progress. Yvonne Honeycutt Baldwin explores the "elusive line between myth and reality" that existed in the rhetoric Stewart employed in order to accomplish her crusade. As did many educators engaged in benevolent work during the Progressive Era, Stewart sometimes romanticized the plight of her pupils and overstated her successes. As she traveled to lecture about the program in other states interested in addressing the problem of illiteracy, she often reported that the Moonlight Schools took one mountain community in Kentucky "from moonshine and bullets to lemonade and Bibles." All rhetoric aside, the inclusive Moonlight Schools ultimately taught thousands of Americans in many under-served communities across the nation how to read and write. Despite the many successes of her programs, when Stewart retired in 1932, the crusade against adult illiteracy had yet to be won. Cora Wilson Stewart presents the story of a true pioneer in adult literacy and an outspoken advocate of women's political and professional participation and leadership. Her methods continue to influence literacy programs and adult education policy and practice.

Hill's Manual of Business and Social Information

Schooling for Social Order

Étude sur le développement futur des structures et des curriculum à tous les niveaux de systèmes éducatifs, vers les années 2000 en Europe.

The Convergence of Distance and Conventional Education

This study examines the social and historical roots of the primary school movement in the rural north in the mid-19th century and the critical support that a new class of commercial farmers provided for that important social experiment.

Social Problems

Cora Wilson Stewart and Kentucky's Moonlight Schools

School Efficiency, Social Stratification, and School Choice

School Decentralization in the Context of Globalizing Governance

Social Support, Academic Press, and Student Achievement

This monograph examines fundamental themes of equality and democracy prominent in Australian educational discourse and reform efforts during the past century, particularly since World War II. The first section argues that these ideals, while representing positive and progressive intentions, have not contributed to social justice but have led to educational outcomes inconsistent with democratic principles. In fact, Australian education has generally fostered social control rather than social mobility. Subsequent sections attempt to explain the Australian public's persistent acceptance of social and economic inequalities despite educational reforms intended to ameliorate these problems. The theoretical concepts of ideology, meritocracy, reproduction, and hegemony are discussed in relation to established school practices contributing to discrimination against minority children. The essay concludes by discussing ways to make genuine democracy and equality more central in school practices and curricula. Appended are 63 references. Four supporting readings include: "The School--The Institution and Its Controlling Bureaucracy" (B. Bessant), "Letter to an Alternative Teacher" (Bill Hannan); "Crisis of Legitimation: Schools, Society, and Declining Faith in Education" (Svi Shapiro); "Class, Gender and Livelihood? Some Implications for Education" (Johanna Wyn and Bruce Wilson). Also included is an annotated bibliography of 11 references. (MLH)

Raising Consumers

This volume addresses key issues in the sociology of education concerning how schools are organized for instruction and what processes link school organization and instruction to educational achievement. The content of the chapters represents a shift in focus from traditional and even recent themes in sociology of education, including the study of school effects and of classroom processes, to a concern with the social organization of schools and its consequences for student outcomes. Rather than reviewing or evaluating existing research, the chapters present new and developing conceptualizations of the schooling process and provide theoretical models to guide future empirical work on schools. A unique feature of this book is its heavy emphasis on theory. Each chapter presents a theoretical model or argument concerning an issue of central importance in sociology of education. The empirical analyses and simulations that are included are often more for illustrative purposes than for rigorous hypothesis testing, and some chapters have no data analysis at all. The major strength of the volume, therefore, lies in the new conceptualizations and reconceptualizations it provides of fundamental processes relating school organization to student learning. Theoretical work such as this is exactly what is needed in an area that has traditionally been, for the most part, empirical and atheoretical. Another important

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feature of this volume is the various approaches it presents to the study of school organization.

The Colorado School Journal

This reference provides a comprehensive overview of historical, political, pedagogical, and social aspects of schooling in urban America.

Social Order/mental Disorder

With reference to education in India.

Educational Research: the Educationalization of Social Problems

“Schooled for the future?” offers an ethnographically rich account about squatter families in Kathmandu and their struggles to improve their living conditions and create a better future through education. Examining how people – children and adults experience and respond to policy initiatives aimed at improving their life the book discusses the paradoxes inherent in modern schooling. Firstly, schooling promises social justice and equal opportunities, yet it also contributes to the reproduction of social inequalities by strengthening existing class divisions and by producing a new category of unschooled people. Secondly, within the context of the family, schooling is attributed an economic and symbolic value, but it is also considered a potential threat to family values based on generational hierarchy and caste identity. Through detailed ethnographic accounts the author demonstrates how urban poor families experience the schooling process ambivalently, both as a source of alienation and inferiority as well as a source of self-esteem and sense of progress. Acknowledging the interconnectedness between global, national and local forces framing and informing processes of education the book, thus, sheds light on the complex relationship between educational policy and everyday life experiences of the urban poor in Kathmandu, a hitherto understudied segment of the Nepalese society.

Handbook of Schooling in Urban America

Examines the ways in which cultural practices and knowledges are produced in and out of schools around the world.

The Social Organization of Schools

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