

From Public School To The Ivy League: How To Get Into A Top School Without Top Dollar Resources

So much energy is focused on what's wrong with our public schools and how to fix them that we often lose sight of the extraordinary work occurring in our schools every day, thanks to millions of caring, dedicated professional educators who work hard to ensure every student reaches their potential. In Hello! My Name Is Public School and I Have an Image Problem, authors and teachers Leslie Milder and Jane Braddock provide a solution for educators who wish to strengthen public confidence in their public schools. They share commonsense techniques on how schools and their employees can establish themselves as ambassadors who convey a positive message. This book offers a step-by-step approach to challenging the unjust criticism and accusations of failure by directing the energies of those who work in our schools to step up as ambassadors for America's public schools and the children they serve. The authors underscore the power of professional unity and its profoundly positive impact on the profession, and why a culture of brotherhood is an essential element of any successful organization. The forces that weaken public trust and confidence in public education are discussed at length, as well as strategies for restoring public pride, hope, optimism, and confidence in our public schools and in those who dedicate their lives to educating our youth.

Informed by a breadth of historical scholarship and based squarely on primary sources, this volume remains the standard text for future teachers and scholars of education.

This book is based upon two assumptions. The first is that "we teach who we are," and the second is that one's philosophy of life is intimately tied to one's identity, and that it is one's "philosophical identity" (conscious or otherwise) that ultimately dictates one's teaching style and also what distinguishes those who find joy and passion in the teaching profession from those who find drudgery and then simply pick up a paycheck every two weeks. In his book Zen and the Art of Public School Teaching, Mr. Perricone compellingly invites his reader to participate in an introspective journey that is designed to help the reader become a more effective teacher. This book addresses the legal and professional path upon which they have embarked. This book is for those who are just beginning their careers in teaching, for veteran teachers who are still very open to personal and professional growth, and to those who are thinking about becoming teachers.

In an era of dwindling fiscal support for public schools, increasing federal mandates, and additional local budget requirements, educational leaders must be able to articulate sound finance theory and application. Designed for aspiring school leaders, this text presents the realities of school finance policy and issues, as well as the tools for formulating and managing school budgets. The authors move beyond coverage found in other texts by providing critical analysis and unique chapters on misconceptions about school finance; fiscal capacity, fiscal effort, adequacy, and efficiency; demographic issues; and spending and student achievement. Examining local, state, and federal education spending, this text gives readers the foundation to understand school finance and knowledgeably educate colleagues, parents, and other stakeholders about its big-picture issues, facts, and trends. The new edition of American Public School Finance will help educational leaders at all stages of their careers become informed advocates for education finance practice and reform. New in this edition: Expanded coverage on school choice Discussion of new standards and law Updated exploration of student demographics and its impact on Learning Advanced pedagogical features such as connections to the latest Professional Standards for Educational Leaders (PSEL), Focus Questions, Case Studies, and Chapter Questions/Assignments Complementary electronic resources designed to deepen and extend the topics in each chapter and to provide instructors with lecture slides and other teaching slides.

*Public School Law
Public Education in New Mexico
Private Love, Public School
The Harsh Truth about Public Schools
Christian Teachers in Public Schools
Going Public
America's Public Schools*

Controversial Supreme Court decisions have barred organized school prayer, but neither the Court nor public policy exclude religion from schools altogether. In this book, one of America's leading constitutional scholars asks what role religion ought to play in public schools. Kent Greenawalt explores many of the most divisive issues in educational debate, including teaching about the origins of life, sex education, and when—or whether—students can opt out of school activities for religious reasons. Using these and other case studies, Greenawalt considers how to balance the country's constitutional commitment to personal freedoms and to the separation of church and state with the vital role that religion has always played in American society. Do we risk disturbing students' understanding of America's past and present by ignoring religion in public-school curricula? When does teaching about religion cross the line into the promotion of religion? Tracing the historical development of religion within public schools and considering every major Supreme Court case, Greenawalt concludes that the bans on school prayer and the teaching of creationism are justified, and that the court should more closely examine such activities as the singing of religious songs and student papers on religious topics. He also argues that students ought to be taught more about religion—both its contributions and shortcomings—especially in courses in history. To do otherwise, he writes, is to present a seriously distorted picture of society and indirectly to be other than neutral in presenting secularism and religion. Written with exemplary clarity and even-handedness, this is a major book about some of the most pressing and contentious issues in educational policy and constitutional law today. Which side of the line do you live on? In 1954 the Supreme Court ruled that little Linda Brown couldn't be excluded from a public school because of her race. In that landmark decision in Brown v. Board of Education, the court famously declared that public education must be "available to all on equal terms." But sixty-six years later, many of the best public schools remain closed to all but the most privileged families. Empowered by little-known state laws, school districts draw "attendance zones" around their best schools, indicating who is, and who isn't, allowed to enroll. In many American cities, this means that living on one side of the street or the other will determine whether you leave eighth grade on a track for future success—or barely able to read. In Separated By Law, bestselling author Tim DeRoche takes a close look at the laws and policies that dictate which kids are allowed to go to which schools. And he finds surprising parallels between current education policies and the "redlining" practices of the New Deal era in which minority families were often denied mortgages and government housing assistance because they didn't live within certain "desirable" zones of the city. It is an extraordinary story of American democracy gone wrong, and it will make you question everything you think you know about our public education system.

Public school students CAN go to Ivy League schools. Do students really need the dedicated attention of a private school counselor in order to gain admissions to elite universities? What's the secret? Gain the tools and resources needed to compete with the world's top private school college counseling offices. Learn what you need to do in high school in order to stand out and to make a college want you. Recognize how to choose a school for yourself that suits your own needs and goals. Put your best self forward on college applications, in interviews, and during school visits. Know how to get your college experience paid for by others. Are you ready? Expert college counselor Mandeel Heller Adler, founder of International College Counselors and graduate of the University of Pennsylvania and Harvard Business School, will help you help yourself in an easy-to-follow way. The secret is that you don't need deep pockets or a private school education to reach the Ivy League!all you need is a little moxie, advanced planning, and this book!

In this important collection, eminent education scholars and practitioners remind us that our nation's system of free universal public education is under attack, putting our very democracy in jeopardy. Over and above preparing students for employability, American schools must prepare our youth to be informed citizens and active, constructive participants in the democratic process. These essays, criticizing as well as lauding our educational system, believe that such a goal is best accomplished through a high-quality, public, free system of schooling designed to serve all our nations' children without regard to race, religion, gender, LGBTQ+ identity, (dis)ability, social class, citizenship status, or language. In the 100th anniversary year of Horace Mann, these thought leaders in education take stock of enduring principles, current dilemmas, and important forward directions. With privateers growing in numbers and seeking to take advantage of systemic breakdowns, this book will serve as a routing defense of our public schools for our nation's educators, parents, school board members, and politicians. Book Features: Reminds all Americans of the essential roles that schools serve in contemporary society, beyond simply learning the prescribed school curriculum. Presents a counterpoint to those who promote private or charter schooling at the expense of genuine public schools. Paints a complex and multi-faceted portrait of our public education system and provides a set of diverse and provocative remedies for many pressing contemporary problems of public schooling. Contributors: Michael W. Apple, William Ayers, David C. Berliner, Martin Brooks, Jacqueline Gremnon Brooks, Carol Corbett Burris, Prudence Carter, Edward B. Fiske, Peter Greene, James Harvey, Julian Vazquez Heilig, Jack Jennings, David F. Labaree, Helen F. Ladd, Gloria Ladson-Billings, Carol D. Lee, Martin Lipton, William J. Mathis, Deborah Meier, H. Richard Milner IV, Sonia Nieto, Jeanne Oakes, Jeanne M. Powers, D. C. Phillips, Diane Ravitch, Mike Rose, Peter Smagorinsky, Joshua P. Starr, Mark Weber, Kevin Welner, Ken Zeichner

Zen and the Art of Public School Teaching

Lessons From The Reform Of Public Education

Hello! My Name Is Public School, and I Have an Image Problem

Teachers' and Students' Rights

How to Get Into a Top School Without Top Dollar Resources

American Public School Finance

How Most American Kids Are Kept Out of the Best Public Schools

Written by veteran teacher Dalene Parker, this is an inspirational and encouraging book designed to prepare and equip teachers in the rough and tumble field of public education.

Indigenous Children's Survivance in Public Schools examines the cultural, social, and political terrain of Indigenous education by providing accounts of Indigenous students and educators creatively navigating the colonial dynamics within public schools. Through a series of survivance stories, the book surveys a range of educational issues, including implementation of Native-themed curriculum, teachers' attempts to support Native students in their classrooms, and efforts to claim physical and cultural space in a school district, among others. As a collective, these stories highlight the ways that colonization continues to shape Native students' experiences in schools. By documenting the nuanced intelligence, courage, artfulness, and survivance of Native students, families, and educators, the book counters deficit framings of Indigenous students. The goal is also to develop educators' anticolonial literacy so that teachers can counter colonialism and better support Indigenous students in public schools.

The Public School AdvantageWhy Public Schools Outperform Private SchoolsUniversity of Chicago Press

Through conversations in honor of Dale D. Johnson, this book takes a critical view of the monoculture in curriculum and policy that has developed in education with the increase of federal funding and privatization of services for public education, and examines the shift from public interest and control to private and corporate shareholder hegemony. Most states' educational responsibilities—assessment of constituents, curriculum development, and instructional protocols—are increasingly being outsourced to private enterprises in an effort to reduce state budgets. These enterprises have been given wide access to state resources such as public data from state-sanctioned testing results, field-testing rights to public schools, and financial assistance. Chapter authors challenge this paradigm as well as the model that has set growing premiums on accountability and performance measures. Connecting common impact between the standards movement and the privatization of education, this book lays bare the repercussions of high-stakes accountability coupled with increasing privatization. Winner of The Society of Professors of Education Book Award (2018)

The Victorian Public School

Lessons for a Racially Divided America from My Daughter's School

The End of Public Schools

Does God Belong in Public Schools?

A Teenager's Guide to Skipping High School and Going to College

Public Education

Historical and Contemporary Foundations of American Public Education

With this seventh edition of Public School Law: Teachers' and Students' Rights, renowned authors Martha M. McCarthy, Neida H. Cambron-McCabe, Suzanne E. Eckes, have proven once again that their mainstay for school law can't be touched by the competition. In a masterful blend of detailed treatment of landmark cases with a thorough discussion of the legal context, trends, and generalizations to guide all school people in the daily activities, the book addresses legal principles applicable to practitioners in a succinct but comprehensive manner. Information in this text will help alleviate concerns voiced by educators who either do not know the legal concepts that govern schools or feel that the scales of justice have been tipped against them. Primarily written for school administrators and teachers to learn the most important points of the cases and how the cases will impact their practices, this new edition covers a wider range of legal topics, takes a much more in-depth approach to discussing the cases presented, and cites many more current cases that are relevant to practitioners than any other school law textbook in comparison. New to this edition, besides being thoroughly updated and revised throughout, are the most current new laws, policies, and judicial decisions; more than 400 new cases from previous editions, with all content as current and well-documented as of July, 2012; new information on cyber-bullying, sexting; legal controversies involving charter schools; and the Common Core State Standards Web sites with current data on a range of topics from voucher programs and home education to curriculum requirements; the latest on the American with Disabilities Act amendments of 2008, amendments to the regulations for Title IX of the Education Amendments of 1972, the Family Educational Rights and Privacy Act, and the Lilly Ledbetter Act; race-conscious student assignment plans, and the use of seclusion and restraints with students with disabilities with new information regarding guidelines from the U.S. Department of Justice and the U.S. Department of Education.; and the most current legal information regarding protections for gay, lesbian, bisexual, and transgender students; permissible religious activities in public schools; and student searches, including strip searches and cell phone searches. For law students, it is primarily written for teachers, school administrators, and other public school personnel taking a school law course at the graduate and master's levels, there is not a greater, more comprehensive resource on the market today than Public School Law, Seventh Edition.

This text presents a comparative, cross-cultural analysis of the legal status of religion in public education in eighteen different nations while offering recommendations for the future improvement of religious education in public schools. Offering rich, analytical insights from a range of renowned scholars with expertise in law, education, and religion, this volume provides detailed consideration of legal complexities impacting the place of religion and religious education in public education. The volume pays attention to issues of national and international relevance including the separation of the church and state; public funding of religious education; the accommodation of students' devotional needs; and compulsory religious education. The volume thus highlights the increasingly complex interplay of religion, law, and education in diverse educational settings and cultures across developing and developed nations. Providing a valuable contribution to the field of religious secondary education research, this volume will be of interest to researchers, academics, and educators with an interest in religion and law, international and comparative education, and those involved with educational policy at all levels. Those more broadly interested in moral and values education will also benefit from the discussions the book contains.

Gerry Crane had hit his stride. A talented high school music teacher, he was loved by students and parents—lauded as one of the best teachers at his school. Gerry had reconciled his conservative religious upbringing with his identity as a gay man, finding an affirming spiritual home in a local church. He enjoyed a close circle of loving friends and had found the love of his life. In October 1995, Gerry and his partner exchanged vows in a private ceremony. Ceremoniously, by the time Gerry returned to work the following week, word had spread that he had married a man. The once loved teacher was vilified. Parents removed their children from his classes. Most of his colleagues ostracized him. The school board publicly declared that "individuals who espouse homosexuality do not constitute proper role models as teachers" and pledged to tutor Gerry. Ministers and churches joined the fray, proclaiming contrasting views about Christianity and homosexuality. As these events unfolded under the glare of the local and national media, Gerry's life became agonizing. Disturbing and deeply moving, Private Love, Public School recounts the true story of what happened when members of a midwestern community demanded that their religious beliefs be imposed on a public school and the school followed suit.

Is the American public school doing what we want it to do? Or, is what we want it to do in conflict with what society allows it to do? This book takes on issues central to understanding the complexities of the American public school experience. Readers are simultaneously taken into the historical and contemporary context of these issues through an honest and provocative approach that engages them into the real world of school. Chapters revolve around major key issues such as religion, democracy, teachers, race, reform, pedagogy, efficiency, freedom, segregation, social class, exceptionalty, gender, technology, and accountability. Paradoxes of the Public School promises to foster a thoughtful dialogue on the complexity of school and how best to improve it for the future. Teacher educators may find it useful to help develop teacher candidates' understanding of the nature of school. However, anyone interested in the nature of school will find this book insightful, clear, and easy to follow. All readers will find this book to be cutting edge as it creatively fills a dire need for a compelling tale of school that is both informative and thought provoking.

All Else Equal

Festschrift in Honor of Dale D. Johnson

Public School Superhero

The Corporate Reform Agenda to Privatize Education

Indigenous Children's Survivance in Public Schools

Voluntarism And Public Education

The Future Of Schools

In Schools with Heart , Brown explores voluntarism by using original data gathered from 185 interviews with public school principals, teachers, and volunteers, many of whom worked in schools known for their volunteer programs. Supplementing these data from other studies, this careful inquiry finds that volunteers offer much to schools and school volunteers.

One civil rights-era law has reshaped American society—and contributed to the country's ongoing culture wars Few laws have had such far-reaching impact as Title IX of the Education Amendments of 1972. Intended to give girls and women greater access to sports programs and other courses of study in schools and colleges, the law has since been used by judges and agencies to expand a wide range of antidiscrimination policies—most recently the Obama administration's 2016 mandates on sexual harassment and transgender rights. In this comprehensive review of how Title IX has been implemented, Boston College political science professor R. Shep Melnick analyzes how interpretations of "equal educational opportunity" have changed over the years. In terms accessible to non-lawyers, Melnick examines how Title IX has become a central part of legal and political campaigns to correct gender stereotypes, not only in academic settings but in society at large. Title IX thus has become a major factor in America's culture wars—and almost certainly will remain so for years to come.

The End of Public Schools analyzes the effect of foundations, corporations, and non-governmental organizations on the rise of neoliberal principles in public education. By first contextualizing the privatization of education within the context of a larger educational crisis, and with particular emphasis on the Gates Foundation and influential state and national politicians, it describes how specific policies that limit public control are advanced across all levels. Informed by a thorough understanding of issues such as standardized testing, teacher tenure, and charter schools, David Hersh provides a political and pedagogical critique of the current school reform movement, as well as details about the increasing resistance efforts on the part of parents, teachers, and the general public.

It's often said a child's lifelong love of reading begins at home. But declining literacy rates among the nation's public elementary school students suggests this maxim needs revision. For reading to become an everyday habit, it needs to be nurtured in a home of its own. Fortunately, there is space available inside most elementary schools. A just 5 percent of a school's total real estate, the school library is the most powerful and efficient way to reach 100 percent of the student body. But far too many of the nation's public school libraries lack even the most basic resources to support learning and encourage achievement. The nonprofit Library Initiative, created by the Robin Hood Foundation, has been working since 2001 to enhance student literacy and overall academic achievement by collaborating with school districts to design, build, equip, and staff new elementary school libraries. The Library Book takes readers behind the scenes of fifty groundbreaking library projects to show how widely varied fields and communities—corporate underwriters, children's book publishers, architects, graphic designers, product manufacturers, library associations, teachers, and students—can join forces to make a difference in the lives of children. Based on the premise that good library design can actually inspire learning, the Library Initiative brings together so

of the world's leading architects to reimagine the elementary school libraries in New York City—the nation's largest public school system. Working on a pro bono basis, architecture firms—including 1100 Architects, Weiss/Manfredi Architects, Della Valle Bernheimer, Tod Williams Billie Tsutsi Architects, and Dean/Wolf Architects—have in just eight years built or transformed more than fifty libraries into vital resources for the whole school community. These libraries—both beautiful learning spaces and innovative architecture—feature a wide range of design solutions, including creative uses of space, color, lighting, and furniture. Author and former Library Initiative director Anooradha Iyer Siddiqi documents every project with beautiful photos as well as renderings and measured drawings. The Library Book concludes with the chapter How to Make a Library which shows how community organizers and architects can pursue similar initiatives in their own communities.

Law, Education, and the Place of Religion in Public Schools

Navigating Education Reform to Get the Best Education for My Child

Paradoxes of the Public School

Defending a Cornerstone of American Democracy

A Follow Up Study of Midland Public Schools' Alternative Education Program

Schools With Heart

Visions, Values, Conflicts, and Choices

What's public about public schools? Why do we invest in educating the next generation of Americans? What is it that drives our common purpose in educating children and at the same time divides us so passionately about how to educate them? Public schools have little to do with children. Schools are political and ideological institutions in which each generation battles among itself for supremacy in determining the purposes, goals and direction of public education. From battles over school lunch to school dress to school prayer, each generation reinterprets and repoliticates the political and ideological arguments that date back to the founding of our nation. More than two centuries after the American Revolution, public schools serve as political battlefields for debates about religious freedom and whether students should be allowed to wear U.S. flag t-shirts. We join us in an exploration of the purposes of public schools, the competing visions of public education, and the values of the public good that comprise the public in public schools.

Private schools always provide a better education than public schools. Or do they? Inner-city private schools, most of which are Catholic, suffer from the same problems neighboring public schools have including large class sizes, unqualified teachers, outdated curricula, lack of parental involvement and stressful family and community circumstances. Straightforward and authoritative, All Else Equal challenges us to reconsider vital policy decisions and rethink the issues facing our current educational system.

This "provocative and personally searching" memoir follows one mother's story of enrolling her daughter in a local public school (San Francisco Chronicle), and the surprising, necessary lessons she learned with her neighbors. From the time Courtney E. Martin strapped her daughter, Maya, to her chest for long walks, she was curious about Emerson Elementary, a public school down the street from her Oakland home. She learned that White families in their gentrifying neighborhood largely avoided the majority-Black, poorly-rated school. As she began asking why, a journey of a thousand moral miles began. Learning in Public is the story, not just Courtney's journey, but a whole country's. Many of us are newly awakened to the continuing racial injustice all around us, but unsure of how to go beyond hashtags and yard signs to be a part of transforming the country. Courtney discovers that her public school, the foundation of our fragile democracy, is a powerful place to dig deeper. Courtney E. Martin examines her own fears, assumptions, and conversations with other moms and dads as they navigate school choice. A vivid portrait of integration's virtues and complexities, and yes, the palpable joy of trying to live differently in a country re-making itself. Learning in Public might also set your family's life on a different course forever.

Inner city middle school student Kenny Wright imagines himself as a superhero-but when he faces peer pressure and bullying, can he find his strength in real life? Kenny Wright is a kid with a secret identity. In his mind, he's Stainlezz Steel, super-powered defender of the weak. In reality, he's a chess club devotee known as a "Grandma's Boy," a label that makes him an easy target for bullies. Kenny wants to bring a little more Steel to the real world, but the question is: can he recognize the real strength and goodness inside himself? Or will peer pressure force him to make the worst choice of his life? Interspersed with fantastic illustrations and comic-book panels, this book aims to both entertain and to provoke dialogue about identity, belonging, and doing the right thing.

College Without High School

Oregon Blue Book

The Gates Foundation and the Future of US Public Schools

The Public School Advantage

Case Studies in the Public & Private Nonprofit Sectors

Library Book, The: Design Collaborations in the Public Schools

Gay Teacher Under Fire

Why should you care about what happened to William Frantz Public School? Yes, Ruby Bridges entered the iconic doors of William Frantz in 1960, but the building's unique role in New Orleans school desegregation is only one part of the important history of this school. Many additional and equally important stories have unfolded within its walls and the neighborhoods surrounding it. These stories matter. It matters that society has historically marginalized Black students and continues to do so. It matters that attempts to dismantle systemic racism in schools and other institutions still face strong resistance, and these issues continue to deeply divide the United States. It matters that the building remains standing as an indomitable symbol of the resiliency of public education despite decades of waning support, misguided accountability, and a city devastated by Hurricane Katrina. It matters that opportunism, under the guise of recovery, reshaped public education in New Orleans. William Frantz Public School: A Story of Race, Resilience, and Recovery in New Orleans provides more than an examination of education in one school and one city. It recounts a story that matters to anyone who cares about public education.

A Parent's Guide to Public Education in the 21st Century is written to answer questions and help today's parents sort through the weeds of educational reform to make informed decisions designed to get the best possible education for their children.

Nearly the whole of America's partisan politics centers on a single question: Can markets solve our social problems? And for years this question has played out ferociously in the debates about how we should educate our children. From the growth of vouchers and charter schools to the implementation of No Child Left Behind, policy makers have increasingly turned to market-based models to help improve our schools, believing that private institutions—because they are competitively driven—are better than public ones. With The Public School Advantage, Christopher A. and Sarah Theule Lubienksi offer powerful evidence to undercut this belief, showing that public schools in fact outperform private ones. For decades research showing that students at private schools perform better than students at public ones has been used to promote the benefits of the private sector in education, including vouchers and charter schools—but much of these data are now nearly half a century old. Drawing on two recent, large-scale, and nationally representative databases, the Lubienkis show that any benefit seen in private school performance now is more than explained by demographics. Private schools have higher scores not because they are better institutions but because their students largely come from more privileged backgrounds that offer greater educational support. After correcting for demographics, the Lubienkis go on to show that gains in student achievement at public schools are at least as great and often greater than those at private ones. Even more surprising, they show that the very mechanism that market-based reformers champion—autonomy—may be the crucial factor that prevents private schools from performing better. Alternatively, those practices that these reformers castigate, such as teacher certification and professional reforms of curriculum and instruction, turn out to have a significant effect on school improvement. Despite our politics, we all agree on the fundamental fact: education deserves our utmost care. The Public School Advantage offers exactly that. By examining schools within the diversity of populations in which they actually operate, it provides not ideologies but facts. And the facts say it clearly: education is better off when provided for the public by the public.

Because the real world is the best education. High school can be boring. High school curriculum can be frustrating and out of touch. So what is the answer for young people whose creativity, bright ideas, and boundless energy are being stifled in that over-scheduled and grade-driven environment? What would you do if you could go to college without going to high school? Would you travel abroad, spend late nights writing a novel, volunteer in an emergency room, or build your own company? What dreams would you be pursuing right now? College Without High School shows how independent teens can self-design their high school education by becoming unschooled. Students begin by defining their goals and dreams and then pursue them through a combination of meaningful and engaging adventures. It is possible to pursue your dreams, and gain admission to any college of your choice. Boles shows how to fulfill college admission requirements by proving five preparatory results: intellectual passion, leadership, logical reasoning, background knowledge, and the capacity for structured learning. He then offers several suggestions for life-changing, confidence-building adventures that will demonstrate those results. This intriguing approach to following your dreams and doing college prep on your own terms will be welcomed by students (and their parents).

Are Public and Private Schools Different?

Alternatives to Privatizing Public Education and Curriculum

Can Public Schools Learn from Private Schools?

Get Out Now

Learning in Public

13 Essentials for the Classroom

Bruce Shortt's book, The Harsh Truth about Public Schools, combines a sound Biblical basis, rigorous research, straightforward, easily read language, and eminently sound reasoning. Whether one is a parent or parent-to-be, pastor, church staff member, or educator, this book has much to offer. It is based, first of all, upon a clear understanding of God's educational mandate to parents. Its second foundation is a thoroughly documented description of the inescapably anti-Christian thrust of any governmental school system and the inevitable results: moral relativism (no fixed standards), academic dumbing down, far-left programs, near absence of discipline, and the persistent but pitiable rationalizations offered by government education professionals. - Foreword.

This book examines case studies of eight public and eight private schools that investigated different identifiable and transferable private school practices that public schools could adopt to improve student outcomes. Data came from interviews with administrators, teachers, parents, and students from diverse schools. Chapter 1, "Accountability to Parents," discusses resistance to parents, structural limits to parent accountability, managing participation at parochial schools, lower-income parent participation, cases of formal accountability to parents, and observations about accountability to parents. Chapter 2, "Clarity of Goals and Expectations," discusses the religious character of parochial schools, broader educational goals versus testable outcomes, anchoring expectations in scripture, and clarity of goals. Chapter 3, "Behavioral and Value Objectives," discusses different approaches to discipline and the teaching of ethical and religious values in public and private schools. Chapter 4, "Clear Standards for Teacher Retention," includes faculty collegiality, hiring standards and teacher quality, formal and informal teacher evaluation, teacher retention and dismissal, and observations on selection and retention. Chapter 5, "Similarity of Curriculum Materials," discusses formal curricular similarities. Chapter 6 discusses "Competitive Improvements." Chapter 7, "Conclusions," suggests that similarities between public and private schools and the problems they face outweigh the differences. Differences are determined mainly by parent socioeconomic and cultural factors. Case study descriptions are appended. (Contains 17 references.) (5M)

The structure, politics, and financing of education in New Mexico today.

Should we stay or should we go? Millions of parents with children in public schools can't believe they're asking this question. But they are. And you should be asking it too. Almost overnight, America's public schools have become morally toxic. And they are especially poisonous for the hearts and minds of children from religious families of every faith—ordinary families who value traditional morality and plain old common sense. Parents' first duty is to their children—to their intellect, their character, their souls. The facts on the ground point to one conclusion: get out now.

Preserving the Public in Public Schools

Why Public Schools Outperform Private Schools

From Public School to the Ivy League

International Perspectives

From the Common School to "No Child Left Behind"

Why You Should Pull Your Child from Public School Before It's Too Late

Life in Public Schools (RLE Edu L)

In the Victorian era it was said that a gentleman was one who had been to a public school or who successfully concealed the fact that he had not. Public schools were in the business of producing leaders - in national government, in the Empire, and in the armed forces. Their impact on society was immense, and they provided the vehicle by which the sons of the middle classes could be assimilated into the gentry. Part of the price, however, was a general casting out of the local boys for whom so many of the schools had been established in the sixteenth and seventeenth centuries. This title includes information on school rebellions, the role of the chapel and the prefect system (still found in many private schools of the US today), the impact of the railways, the education of middle class girls and the legacy of the Victorian public school on schools in both Great Britain and North America today.

Britain's public (that is, its major independent) schools have a conspicuous role in the country's social system, and as a result are the subject of a long-standing political debate. The discussion is generally founded on a stereotyped image of what these school may have been like in the 1950s - this books shows how they were in the late 1980s. It is based on fieldwork in two major public boarding schools which the author conducted over an extended period, and draws on interviews, observation and documentary sources to establish a picture of what public school life is actually like for pupils and staff. Since the schools were predominantly male preserves, the major part of the book describes the social world and experiences of boys and school-masters. An important section of the book, however, discusses the introduction of girl pupils, the experiences of female teachers and the way schoolmasters' wives tend to be drawn into their husbands' work. Geoffrey Walford's conclusions about life in public schools differ considerably from traditional expectations. At the same time he asks whether there really has been a "public school revolution". His book makes an important contribution to our knowledge of public schools, to debates in the sociology of education and to the issues of abolishing or extending the independent sector.

This text provides an analysis of the efforts to establish systems of self-managing schools around the world. The core of this book is the description of the transformation of the education system in the state of Victoria, Australia, from dependence in a highly centralized and bureaucratized structure to one that values local decision making and the creation of a system of self-managing schools. The text goes on to show how these and similar programmes in other nations could lay the foundations for similar reform. The authors propose that there must be changes in the role of key stakeholders, including government, community and profession; traditional approaches must be challenged and new ways to fund schools to be canvassed.

There has been much public praise for the Bill and Melinda Gates Foundation's efforts to reform public education. However, few scholars have engaged substantively and critically with the organization's work. While the Gates Foundation is the single largest supporter by far of "choice" initiatives particularly with regard to charter school formation, it is pushing public school privatization through a wide array of initiatives and in conjunction with a number of other foundations. What are the implications for a public system as control over educational policy and priority is concentrated under one of the richest people on the planet in ways that foster de-unionization and teacher de-skilling while homogenizing school models and curriculum? The Gates Foundation and the Future of US "Public" Schools addresses this crucial, unanswered question while investigating the relationships between the Gates Foundation and other think tanks, government, and corporate institutions.

The Public School Laws of Missouri

Your Child Can Thrive in Public School

A Parent's Guide to Public Education in the 21st Century

The Battle for the Public Schools
Regulating Gender Equality in Education
The Transformation of Title IX

A Fine Line

"Greater is he who is in you than he who is in the world" (1 John 4:4). Taking this verse at face value provides the perfect opportunity to prove it in the educational setting of our children, say the authors of *Going Public*. By nurturing the life and power of Christ within them, students will be ready to stand against negative influences no matter where they go. They will also benefit from many of the services that the often well-financed public school system has to offer. Readers of this practical guide will learn how moms and dads have a strategic role to play in the ongoing development of their school-age children. Discover what the Bible says about education, the three most important things to teach your children through teachable moments, the importance of getting involved at school and why everyone should "home-school," in addition to public school.

A Story of Race, Resistance, Resiliency, and Recovery in New Orleans

William Frantz Public School