

Joel Spring American Education Chapter Summaries

Continuing Joel Spring's reportage and analysis of the intersection of global forces and education, this text offers a comprehensive overview and synthesis of current research, theories, and models related to the topic. Spring introduces readers to the processes, institutions, and forces by which schooling has been globalized and examines the impact of these forces on schooling in local contexts. Designed for courses on globalization and education, international and comparative education, educational foundations, multicultural education, and educational policy, the text is written in a clear narrative style to engage readers in thoughtful consideration of topics discussed. Each chapter includes "Key Points" that summarize the content and suggest issues and questions for critical analysis, discussion, and debate. Following the epic, contentious 2016 presidential election, Joel Spring's ongoing documentation and analysis of political agendas for education reflect the major political issues since 2012. Here he examines the 2016 education planks of the Republican, Democratic, Libertarian, and Green Parties, using their official platforms and other statements, speeches given by each candidate, and media reports and publications. Each party's position is linked to previous political movements in education. Spring offers an alternative agenda for American schools, including a proposed education amendment to the U.S. Constitution and replacing human capital agendas with goals emphasizing education for a long life and happiness. Taking a fresh look at the social and political forces, educational research, and ideologies shaping their educational agendas and a comparative approach, the book stimulates reflection and discussion. Updates and changes in the Sixth Edition: Betsy DeVos's education agenda supporting vouchers, free market competition and for-profit schools and its relationship to the education section of the 2016 Republican platform The important role religion and culture played in the evolution of Republican education policies after the school prayer and Bible decisions of the 1960s The influence of human capital economics on Democratic education proposals How No Child Left Behind and Democratic President Barack Obama opened doors to the growth of the for-profit education industry and investment bankers The 2016 Democratic positions on the cost of higher education and student loan debts The Democratic left as represented by the 2016 campaign of Democrat Bernie Sanders and his influence on the presidential candidate Hillary Clinton and the Democratic Party platform The education proposals of the Green and Libertarian parties

In this popular text, Joel Spring provocatively analyzes the ideas of traditional and non-traditional philosophers, from Plato to Paulo Freire, regarding the contribution of education to the creation of a democratic society. Each section focuses on an important theme: "Autocratic and Democratic Forms of Education;" "Dissenting Traditions in Education;" "The Politics of Culture;" "The Politics of Gender;" and "Education and Human Rights." This edition features a special emphasis on human rights education. Spring advocates a legally binding right to an education that includes an education in human rights. His argument is that until schools are required to fulfill a duty to protect human rights and teach others to protect human rights, government-operated schools will remain authoritarian rather than democratic institutions. *Wheels in the Head: Educational Philosophies of Authority, Freedom, and Culture From Socrates to Human Rights*, Second Edition, a critically original work, is widely used as a text for courses across the fields of philosophical, social, political, and historical foundations of education, and critical issues in education. Reflecting its global relevance, a Chinese translation was published by the University of Peking Press in 2005.

Clear, concise, and authoritative, *American Education* brings current issues and challenging perspectives to teacher educators' classrooms. Revised every two years, the text provides an up-to-date introduction to the historical, political, social, and legal foundations of education and to the profession of teaching in the United States.

In this ground-breaking book, Joel Spring examines globalization and its worldwide effects on education. A central thesis is that industrial-consumerism is the dominant paradigm in the integration of education and economic planning in modern economic security states. In the twenty-first century, national school systems have similar grades and promotion plans, instructional methods, curriculum organization, and linkages between secondary and higher education. Although there are local variations, the most striking feature is the sameness of educational systems. How did this happen? How was education globalized? Spring explains and analyzes this phenomenon and its consequences for human life and the future improvement of social and economic organizations. Central themes include: *the elements of the educational security state and the industrial-consumer paradigm in relationship to classical forms of education such as Confucianism, Islam, and Christianity, and their concerns with creating a just and ethical society; *the role of the 'other' in the globalization of educational structures as international military and economic rivalries spark competition between educational systems; *the transition from the Confucian village school to Western forms of education as exemplified in the lives of Ho Chi Minh and Mao Zedong; *the effect of the cultural and economic rivalry between the Soviet Union and the United States and its impact on schooling in both countries; *the rise of the educational security state in China, the Soviet Union, and the United States as these countries focus their educational efforts on military and economic development; *the evolution of progressive education as it appeared in revolutionary movements in South America, Cuba, Nicaragua, and El Salvador; *the transition from traditional to Westernized forms of Islamic education against the background of European imperialism, Arab nationalism and wars of liberation, and the uneasy tension between Western educational ideals and Islamic religious values; *socialist education in the Democratic People's Republic of Korea; *current developments in educational security states such as China, Japan, the United States, the new Russia, and the European Union; and *the consequences of English as the global language and the global spread of the industrial-consumer paradigm. Readership for this book includes scholars and students in comparative, international, and multicultural education; educational policy and politics; historical, social, and philosophical foundations of education; and curriculum studies. It is a particularly timely, informative, engaging text for courses in all of these areas.

This current, comprehensive history of American education is designed to stimulate critical analysis and critical thinking

by offering alternative interpretations of each historical period. The new edition focuses on the process of educational globalization and the development of American schools in a global context.

Joel Spring's history of school policies imposed on dominated groups in the United States examines the concept of deculturalization—the use of schools to strip away family languages and cultures and replace them with those of the dominant group. The focus is on the education of dominated groups forced to become citizens in territories conquered by the U.S., including Native Americans, Enslaved Africans, Chinese, Mexicans, Puerto Ricans, and Hawaiians. In 7 concise, thought-provoking chapters, this analysis and documentation of how education is used to change or eliminate linguistic and cultural traditions in the U.S. looks at the educational, legal, and social construction of race and racism in the United States, emphasizing the various meanings of "equality" that have existed from colonial America to the present. Providing a broader perspective for understanding the denial of cultural and linguistic rights in the United States, issues of language, culture, and deculturalization are placed in a global context. The major change in the 8th Edition is a new chapter, "Global Corporate Culture and Separate But Equal," describing how current efforts at deculturalization involve replacing family and personal cultures with a corporate culture to increase worker efficiency. Substantive updates and revisions are made throughout all other chapters

Featuring current information and challenging perspectives on the latest issues and forces shaping the American educational system—with scholarship that is often cited as a primary source, Joel Spring introduces readers to the historical, political, social, and legal foundations of education and to the profession of teaching in the United States. In his signature straightforward, concise approach to describing complex issues, he illuminates events and topics that are often overlooked or whitewashed, giving students the opportunity to engage in critical thinking about education. Students come away informed on the latest topics, issues, and data and with a strong knowledge of the forces shaping the American educational system. Thoroughly updated throughout, the new edition of this clear, authoritative text remains fresh and up-to-date, reflecting the many changes in education that have occurred since the publication of the previous edition. Topics and issues addressed and analyzed include * The decline of the Common Core State Standards, particularly as result of a Republican-controlled administration currently in place * Increasing emphasis on for-profit education, vouchers, charter schools and free-market competition between schools, expected to surge with the appointment of the new U.S. Secretary of Education Betsy DeVos * Current debates about immigration and "Dreamers"—new statistics on immigrant education, discussion of education proposals to accommodate the languages, cultures and religions of newly arrived immigrants * New education statistics on school enrollments, dropouts, education and income, school segregation, charter schools and home languages * The purposes of education as presented in the 2016 platforms of the Republican, Democratic, Green, and Libertarian parties * Discussions around transgender students addressed and analyzed include * The decline of the Common Core State Standards, particularly as result of a Republican-controlled administration currently in place * Increasing emphasis on for-profit education, vouchers, charter schools and free-market competition between schools, expected to surge with the appointment of the new U.S. Secretary of Education Betsy DeVos * Current debates about immigration and "Dreamers"—new statistics on immigrant education, discussion of education proposals to accommodate the languages, cultures and religions of newly arrived immigrants * New education statistics on school enrollments, dropouts, education and income, school segregation, charter schools and home languages * The purposes of education as presented in the 2016 platforms of the Republican, Democratic, Green, and Libertarian parties * Discussions around transgender students

The Fifth Edition of Joel Spring's ongoing documentation and analysis of political agendas for education reflects the major political issues in education since 2008. This edition focuses on the education sections of the 2012 Republican, Democratic, Green, and Libertarian Party platforms. Taking a fresh look at the social and political forces, educational research, and ideologies shaping the educational agendas of these political parties and a comparative approach, the book stimulates reflection and discussion. New coverage in the Fifth Edition includes: • The political coup called Race to the Top • Common Core State Standards and national testing based on the Standards • Explosion of online instruction • Debates about teacher evaluations and merit pay • Growing for-profit education industry • New agenda for American Education: Constitutional amendment; long life and happiness; environmental education Political Agendas for Education is essential reading for courses dealing with the politics of education, foundations of education, educational leadership, and curriculum studies, and for educational scholars, professionals, policymakers, and all those concerned with the politics of education in the U.S. and its consequences for schools and society.

Providing a critical understanding of the political and social forces shaping educational politics in the United States, this concise text describes and analyzes how policy is made for American schools and its effect on all of our lives and thinking. Joel Spring argues that the politics of Education is driven by a complex interrelationship between politicians, private foundations and think tanks, teachers' unions, special-interest groups, educational politicians, school administrators, boards of education, courts, and the knowledge industry. The text uses many current examples to illustrate conflicts over educational policies.

This current, comprehensive history of American education is designed to stimulate critical analysis and critical thinking by offering alternative interpretations of each historical period. In his signature straight-forward, concise style, Joel Spring provides a variety of interpretations of American schooling, from conservative to leftist, in order to spark the reader's own critical thinking about history and schools. This tenth edition follows the history of American education from the seventeenth century to the integration into global capitalism of the twenty-first century to the tumultuous current political landscape. In particular, the updates focus on tracing the direct religious links between the colonial Puritans and the current-day Trump administration. Chapters 1 and 2 have been rewritten to take a closer look at religious traditions in American schools, leading up to the educational ideas of the current U.S. Secretary of Education Betsy DeVos. An updated Chapter 15 further links traditional religious fundamentalist ideas and the twentieth century free market arguments of the Chicago school of economists to President Trump's administration and the influence of the Alt-Right.

How our colleges and universities can respond to the changing hopes and needs of society In recent decades, cognitive psychologists have cast new light on human development and given colleges new possibilities for helping students acquire skills

and qualities that will enhance their lives and increase their contributions to society. In this landmark book, Derek Bok explores how colleges can reap the benefits of these discoveries and create a more robust undergraduate curriculum for the twenty-first century. Prior to this century, most psychologists thought that creativity, empathy, resilience, conscientiousness, and most personality traits were largely fixed by early childhood. What researchers have now discovered is that virtually all of these qualities continue to change through early adulthood and often well beyond. Such findings suggest that educators may be able to do much more than was previously thought possible to teach students to develop these important characteristics and thereby enable them to flourish in later life. How prepared are educators to cultivate these qualities of mind and behavior? What do they need to learn to capitalize on the possibilities? Will college faculties embrace these opportunities and make the necessary changes in their curricula and teaching methods? What can be done to hasten the process of innovation and application? In providing answers to these questions, Bok identifies the hurdles to institutional change, proposes sensible reforms, and demonstrates how our colleges can help students lead more successful, productive, and meaningful lives.

"An examination of government-controlled schools' use of art education as a process for assimilating American Indian children at the turn of the twentieth century."--Provided by publisher.

CNN host and best-selling author Fareed Zakaria argues for a renewed commitment to the world's most valuable educational tradition. The liberal arts are under attack. The governors of Florida, Texas, and North Carolina have all pledged that they will not spend taxpayer money subsidizing the liberal arts, and they seem to have an unlikely ally in President Obama. While at a General Electric plant in early 2014, Obama remarked, "I promise you, folks can make a lot more, potentially, with skilled manufacturing or the trades than they might with an art history degree." These messages are hitting home: majors like English and history, once very popular and highly respected, are in steep decline. "I get it," writes Fareed Zakaria, recalling the atmosphere in India where he grew up, which was even more obsessed with getting a skills-based education. However, the CNN host and best-selling author explains why this widely held view is mistaken and shortsighted. Zakaria eloquently expounds on the virtues of a liberal arts education—how to write clearly, how to express yourself convincingly, and how to think analytically. He turns our leaders' vocational argument on its head. American routine manufacturing jobs continue to get automated or outsourced, and specific vocational knowledge is often outdated within a few years. Engineering is a great profession, but key value-added skills you will also need are creativity, lateral thinking, design, communication, storytelling, and, more than anything, the ability to continually learn and enjoy learning—precisely the gifts of a liberal education. Zakaria argues that technology is transforming education, opening up access to the best courses and classes in a vast variety of subjects for millions around the world. We are at the dawn of the greatest expansion of the idea of a liberal education in human history.

This book analyzes the effect of political and economic forces on the ideas and values disseminated to the general public by schools, movies, radio, and television. The author shows how similar and conflicting political and economic pressures influence education, movies, and broadcasting. The book provides an understanding of how ideas are shaped in American society by the interplay between government power, private enterprise, and organized advocacy groups. The story is complex with many different and conflicting strands. In a broad sense, it is the story of the public education of the American people. The book does not attempt to measure the actual effect of various media, but it does show what was intended for the education of the public mind by forces that shaped and continue to shape the content of schools, movies, and broadcasting.

In recent years, textbooks have been widely criticized for low standards, lack of imaginativeness, and insensitivity to racial and gender issues. Increasingly, they are cited as another "weak link" in American public education. This book goes beyond the headlines to examine how textbooks are produced, how they are selected, and what pressures are placed on textbook authors and publishers. The book focuses on the relationship of the textbook to the educational system and includes important issues such as the politics of textbook policy, the determinants of textbook content, the role of textbooks in educational reform, and the process of selection at the state level. The authors offer current research on textbook policy including perspectives from those directly involved with textbooks--from several thoughtful analyses by textbook editors and publishers to the views of California's Superintendent of Public Instruction.

This book tells the story of six secondary schools that have succeeded in eliminating or dramatically shrinking the achievement gap between whites and disadvantaged black and Hispanic students. It recounts the stories of the University Park Campus School (UPCS) in Worcester, the American Indian Public Charter School in Oakland, Amistad Academy in New Haven, the Cristo Rey Jesuit High School in Chicago, the KIPP Academy in the Bronx, and the SEED school in Washington, D.C.

This current, comprehensive history of American education is designed to stimulate critical analysis and critical thinking by offering alternative interpretations of each historical period. The point of view taken by this text emphasizes 1) the role of multiculturalism and cultural domination in shaping U.S. schools, 2) the position of the school as one of many institutions that manage the distribution of ideas in society, 3) racism as a central issue in U.S. history and U.S. educational history, and 4) economic issues as an important factor in understanding the evolution of U.S. schools.

An insightful, and often surprising, look at adolescent girls' socialization in a historically elite, private, single-sex high school.

Hard-headed evidence on why the returns from investing in girls are so high that no nation or family can afford not to educate their girls. Gene Sperling, author of the seminal 2004 report published by the Council on Foreign Relations, and Rebecca Winthrop, director of the Center for Universal Education, have written this definitive book on the importance of girls' education. As Malala Yousafzai expresses in her foreword, the idea that any child could be denied an education due to poverty, custom, the law, or terrorist threats is just wrong and unimaginable. More than 1,000 studies have provided evidence that high-quality girls' education around the world leads to wide-ranging returns: Better outcomes in economic areas of growth and incomes Reduced rates of infant and maternal mortality Reduced rates of child marriage Reduced rates of the incidence of HIV/AIDS and malaria Increased agricultural productivity Increased resilience to natural disasters Women's empowerment What Works in Girls' Education is a compelling work for both concerned global citizens, and any academic, expert, nongovernmental organization (NGO) staff member, policymaker, or journalist seeking to dive into the evidence and policies on girls' education.

Examines the relationship between the law and the school-to-prison pipeline, argues that law can be an effective weapon in the struggle to reduce the number of children caught, and discusses the consequences on families and communities. Joel Spring's American Education introduces readers to the historical, political, social, and legal foundations of education and to the profession of teaching in the United States. In his signature straightforward and concise approach to describing complex issues, Spring illuminates events and topics that are often overlooked or whitewashed, giving students the opportunity to engage in critical thinking about education. In this edition he looks closely at the global context of education in the U.S. Featuring current information and challenging perspectives—with scholarship that is often cited as a primary source, students will come away from this clear, authoritative text informed on the latest topics, issues, and data and with a strong knowledge of the forces shaping of the American educational system. Changes in the 17th Edition include new and updated material and statistics on economic theories related to "skills" education and employability the conflict between a skills approach and cultural diversity political differences regarding education among the Republican, Democratic, Libertarian and Green parties social mobility and equality of opportunity as related to schooling global migration and student diversity in US schools charter schools and home schooling

In this popular text Joel Spring provocatively analyzes the ideas of traditional and non-traditional philosophies from Confucianism to human rights regarding the contribution of education to the creation of a democratic society. The goal is to explore how governments use education to control and manage their populations, and to examine forms of education that claim to free people from authoritarian control. *Wheels in the Head*, a critically original work now in its third edition, is widely used as a text for courses on philosophical, social, political, and historical foundations of education, and critical issues in education. Reflecting its global relevance, a Chinese translation of the second edition was published in 2005. **NEW TO THIS EDITION:** Expanded analysis of the use of education by authoritarian states Revisions to more clearly relate educational ideas to the theme of "wheels in the head" – a phrase coined by philosopher Max Stirner to describe the use of schools by modern governments to control their citizens. New sections on liberation education and on human rights education

Across the country, our children are beginning life from very different starting points. Some have aspirations and believe they can be achieved. For too many others, aspirations are tempered, if not dashed, by the sobering realities of everyday life. These different starting points place children on distinctly different trajectories of growth and development, ultimately leading to vastly different adult outcomes. How did we get to a place where circumstances of birth have become so determinative? And what must we do, within communities and across our country, to better equalize opportunity for more Americans – both young and old? The editors of this volume contend that if, as a nation, we do nothing, then we will continue to drift apart, placing an unsustainable strain on the nation's social fabric and the character of its democracy. Consequently, understanding the dynamics governing the distribution and transmission of opportunity – and transforming this understanding into policies and programs – is critical for not only the life outcomes of individual Americans and their children, but also the country as a whole. The goal of Educational Testing Service's Opportunity in America initiative is to explore these powerful dynamics and to describe and convey them in a way that advances the national conversation about why we must take action – and how best to do so. This volume contains 14 chapters, including an epilogue, written by leaders from a range of fields including education, economics, demography, and political science. Collectively, they not only illuminate key aspects of the problem but also offer suggestions of what policies, programs, and changes in practices could begin to reverse the trends we are seeing. Written in an engaging style, this volume constitutes an essential foundation for informed discussion and strategic analysis.

Education and Racism is a concise and easily accessible primer for introducing undergraduate and graduate students to the field of race and education. Designed for introductory courses, each chapter provides an overview of a main issue or dilemma in the research on racial inequality and education and the particular approaches that have been offered to explain or address them. Theme-oriented chapters include curriculum, school (re)segregation, and high stakes testing as well as discussions on how racism intersects with other forms of marginality, like socio-economic status. The focus on particular educational themes is the strength of this book as it paints a portrait of the systematic nature of racism. It surveys multiple approaches to racism and education and places them in conversation with one another, incorporating both classical as well as contemporary theories. Although conceptually rich and dense with critical perspectives and empirical study, the book uses clear and transparent language throughout for easy comprehension. Perfect for courses in Multicultural Education, Sociology of Education, Ethnic Studies and more, *Education and Racism* is the ideal primer for engaging students new to race and education without sacrificing the content for those who are already familiar with the field.

The Business of Education—a comprehensive view of how education policy is made in the US and, in some cases, globally—analyzes and critiques the influence of educational policy networks in a wide range of contexts and from a variety of perspectives, including testing, college preparation, juvenile detention centers, special education, the arts, teacher evaluation systems, education of undocumented immigrants, college faculty preparation, and financial aid. A network chart in most chapters illustrates how the major political actors, mainly private philanthropic foundations, for-profit companies, government officials, and politicians involved in the network, are linked. Joel Spring, internationally renowned scholar and analyst of educational policy, situates and frames the network studies in an introduction discussing general theories of education policy networks. In simple language and with the clear sightedness of the historian, this book offers libertarian theories of education that promise to radically alter the stream of educational development. ¶"I find it powerful and liberating. . . . I think this is a very important book."--Jonathon Kozol

The Intersection of Cultures: Multicultural Education in the United States and the Global Economy, Fourth Edition offers a unique, problem-solving approach to the complex issues involved in educating culturally and linguistically diverse students. Perfect for any course devoted wholly or in part to the study of multicultural education, this text addresses a wealth of topics. A particular focus in this edition is the current global migration of peoples, and the tension between local and global cultures. Part One, Multiculturalism, includes chapters on cultural differences and schooling, dominated cultures, and immigrant cultures. Chapters in

Part Two, Cultural Frames of Reference, address monoculturalism, biculturalism, and ethnic identity; multicultural minds; history, gender, and social class; and the intersection of school culture with dominated and immigrant cultures. Part Three, Perspectives on Teaching Multicultural Education, includes chapters on teaching about racism; teaching about sexism; and teaching to protect and preserve cultures. All chapters include model multicultural lessons for elementary through college classes. These lessons serve a dual function—first, they can be used to help teach the content of the chapter, and second, elementary, middle school, and high school teachers can use these lessons in their own classes. Each chapter concludes with a “Personal Frames of References” section designed to engage students in relating multiculturalism to their own lives. New in the Fourth Edition: *cultural differences in ways of seeing, knowing, and interrelating with the world; *recent research findings from cross cultural psychology and the psychology of immigration; and *methods for educating “multicultural minds”.

American Education: A History, 5e is a comprehensive, highly-regarded history of American education from pre-colonial times to the present. Chronologically organized, it provides an objective overview of each major period in the development of American education, setting the discussion against the broader backdrop of national and world events. The first text to explore Native American traditions (including education) prior to colonization, it also offers strong, ongoing coverage of minorities and women. New to this much-anticipated fifth edition is substantial expanded attention to the discussions of Native American education to reflect recent scholarship, the discussion of teachers and teacher leaders, and the educational developments and controversies of the 21st century.

“This book is a godsend ... a moving portrait for anyone wanting to go beyond the simplified labels and metrics and really understand an urban high school, and its highly individual, resilient, eager and brilliant students and educators.” —Dave Eggers, co-founder, 826 National and ScholarMatch
Darrell is a reflective, brilliant young man, who never thought of himself as a good student. He always struggled with his reading and writing skills. Darrell's father, a single parent, couldn't afford private tutors. By the end of middle school, Darrell's grades and his confidence were at an all time low. Then everything changed. When education journalist Kristina Rizga first met Darrell at Mission High School, he was taking AP calculus class, writing a ten-page research paper, and had received several college acceptance letters. And Darrell was not an exception. More than 80 percent of Mission High seniors go to college every year, even though the school teaches large numbers of English learners and students from poor families. So, why has the federal government been threatening to close Mission High—and schools like it across the country? The United States has been on a century long road toward increased standardization in our public schools, which resulted in a system that reduces the quality of education to primarily one metric: standardized test scores. According to this number, Mission High is a “low-performing” school even though its college enrollment, graduation, attendance rates and student surveys are some of the best in the country. The qualities that matter the most in learning—skills like critical thinking, intellectual engagement, resilience, empathy, self-management, and cultural flexibility—can't be measured by multiple-choice questions designed by distant testing companies, Rizga argues, but they can be detected by skilled teachers in effective, personalized and humane classrooms that work for all students, not just the most motivated ones. Based on four years of reporting with unprecedented access, the unforgettable, intimate stories in these pages throw open the doors to America's most talked about—and arguably least understood—public school classrooms where the largely invisible voices of our smart, resilient students and their committed educators can offer a clear and hopeful blueprint for what it takes to help all students succeed.

First Published in 2004. Routledge is an imprint of Taylor & Francis, an informa company.

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- The decline of the Common Core State Standards, particularly as result of a Republican-controlled administration currently in place
- Increasing emphasis on for-profit education, vouchers, charter schools, and free-market competition between schools, expected to surge with the appointment of the new U.S. Secretary of Education Betsy DeVos
- Current debates about immigration and “Dreamers”—new statistics on immigrant education, discussion of education proposals to accommodate the languages, cultures, and religions of newly arrived immigrants
- New education statistics on school enrollments, dropouts, education and income, school segregation, charter schools, and home languages
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- Discussions around transgender students

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From one of the foremost authorities on education in the United States, former U.S. assistant secretary of education, "whistle-blower extraordinaire" (The Wall Street Journal), author of the best-selling *The Death and Life of the Great American School System* ("Important and riveting"—Library Journal), *The Language Police* ("Impassioned . . . Fiercely argued . . . Every bit as alarming as it is illuminating"—The New York Times), and other notable books on education history and policy—an incisive, comprehensive look at today's American school system that argues against those who claim it is broken and beyond repair; an impassioned but reasoned call to stop the privatization movement that is draining students and funding from our public schools. In *Reign of Error*, Diane Ravitch argues that the crisis in American education is not a crisis of academic achievement but a concerted effort to destroy public schools in this country. She makes clear that, contrary to the claims being made, public school test scores and graduation rates are the highest they've ever been, and dropout rates are at their lowest point. She argues that federal programs such as George W. Bush's No Child Left Behind and Barack Obama's Race to the Top set unreasonable targets for American students, punish schools, and result in teachers being fired if their students underperform, unfairly branding those educators as failures. She warns that major foundations, individual billionaires, and Wall Street hedge fund managers are encouraging the privatization of public education, some for idealistic reasons, others for profit. Many who work with equity funds are eyeing public education as an emerging market for investors. *Reign of Error* begins where *The Death and Life of the Great American School System* left off, providing a deeper argument against privatization and for public education, and in a chapter-by-chapter breakdown, putting forth a plan for what can be done to preserve and improve it. She makes clear what is right about U.S. education, how policy makers are failing to address the root causes of educational failure, and how we can fix it. For Ravitch, public school education is about knowledge, about learning, about developing character, and about creating citizens for our society. It's about helping to inspire independent thinkers, not just honing job skills or preparing people for college. Public school education is essential to our democracy, and its aim, since the founding of this country, has been to educate citizens who will help carry democracy into the future.

First Published in 1997. Routledge is an imprint of Taylor & Francis, an informa company.

Turning his distinctive analytical lens to the politics of American education, Joel Spring looks at contemporary educational policy issues from theoretical, practical, and historical perspectives. This comprehensive overview documents and explains who influences educational policy and how, bringing to life the realities of schooling in the 21st century and revealing the ongoing ideological struggles at play. Coverage includes the influence of global organizations on American school policies and the impact of emerging open source and other forms of electronic textbooks. Thought-provoking, lucid, original in its conceptual framework and rich with engaging examples from the real world, this text is timely and useful for understanding the big picture and the micro-level intricacies of the multiple forces at work in controlling U.S. public schools. It is the text of choice for any course that covers or addresses the politics of American education. Companion Website: The interactive Companion Website accompanying this text includes relevant data, public domain documents, YouTube links, and links to websites representing political organizations and interest groups involved in education.

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