Creating the Dropout

An Institutional and Social History of School Failure

Sherman Dorn

<u>Creating The Dropout An Institutional And Social</u> <u>History Of School Failure</u>

Maris A. Vinovskis

Creating The Dropout An Institutional And Social History Of School Failure:

Creating the Dropout Sherman Dorn, 1996-04-30 By the 1960s high schools had become mass institutions saddled with the expectation of universal education for America's youth Ironically with this broadening of clientele and mission came the idea and phenomenon of the dropout The consolidation of a dropout stereotype focused on the presumed dependency and delinquency of dropouts with the resulting programs focusing on guidance and vocational training Why the problem persists is the topic of this study with more constructive perspectives on dropping out Learning to Forget Stephen Lassonde, 2008-10-01 div This book offers an insightful view of the complex relations between home and school in the working class immigrant Italian community of New Haven Connecticut Through the lenses of history sociology and education Learning to Forget presents a highly readable account of cross generational experiences during the period from 1870 to 1940 chronicling one generation's suspicions toward public education and another's need to assimilate Through careful research Lassonde finds that not all working class parents were enthusiastic supporters of education Not only did the time and energy spent in school restrict children's potential financial contributions to the family but attitudes that children encountered in school often ran counter to the family s traditional values Legally mandated education and child labor laws eventually resolved these conflicts but not without considerable reluctance and resistance DIV David P Baker, 2023-05-25 Path breaking offers a rich encompassing global perspective on education articulates an educationally grounded vision of contemporary society David John Frank University of California Irvine 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 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 One of the most important books in the sociology of education in quite some time It will solidify Baker's reputation as one of today's leading sociologists of education and comparative and international education Alan R Sadovnik Rutgers University David Baker explores formal education as a social cultural force in its own right The Schooled Society offers a powerful alternative perspective on the global educational revolution Maria Charles University of California Santa Barbara The Productive High School Joseph Murphy, 2001-02-20 Murphy and his colleagues discuss how reform based on empirical evidence and a robust set of theories can create productive high schools

for all students Focus is on core technologies of learning and teaching organizational systems and institutional linkages between schools and their environments Using current research and case studies from successful schools they show how to construct models of learning driven school communities that encourage excellence Key concepts cover defining the learning imperative developing humanized and intellectual relationships for learning laying the groundwork for dynamic adaptive change and building linkages with home and family History and Educational Policymaking Maris A. Vinovskis, 2008-10-01 In this book an eminent scholar and policymaker analyzes the lessons history can teach those who wish to reform the American educational system Maris Vinovskis begins by tracing the evolving role of the federal government in educational research providing a historical perspective at a time when there is some movement to abolish the U S Department of Education He then focuses on early childhood education exploring trends in the nineteenth and twentieth centuries He examines the troubling history of the Follow Through Program which existed from 1967 to 1994 to help Head Start children make the transition into the regular schools and he reviews the development of the Even Start Program which works to improve the literacy of disadvantaged parents while providing early childhood education for their children He discusses changing views toward the economic benefits of education and critically assesses the validity and usefulness of the idea of systemic or standards based reform Finally he develops a conceptual framework for mapping and analyzing education **Resources in Education** ,1997 Encyclopedia of Special Education Cecil R. research and reform activities Reynolds, Elaine Fletcher-Janzen, 2007-02-26 The Third Edition of the highly acclaimed Encyclopedia of Special Education has been thoroughly updated to include the latest information about new legislation and guidelines In addition this comprehensive resource features school psychology neuropsychology reviews of new tests and curricula that have been developed since publication of the second edition in 1999 and new biographies of important figures in special education Unique in focus the Encyclopedia of Special Education Third Edition addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field Dropping Out Russell W. Rumberger, 2012-11-19 Most kids in the developed world finish high school but not in the United States More than a million drop out every year and the numbers are rising Dropping Out provides answers to fundamental questions Who drops out and why What happens to them when they do How can we prevent at risk kids from short circuiting their futures

Education in St. Maarten from 1954 to 2000 Milton George, 2016-02-29 This book narrates the development of education in St Maarten between 1954 and 2000 by tapping into the experience of the protagonists giving them a voice in the recording of their own history As such it lends a voice to postcolonial subjects who have often been bypassed or forgotten by most traditional historians and thus rendered voiceless The work is based on both written and oral history including interviews with important educational agents as well as former pupils and parents By doing this it describes the overall framework of education in St Maarten within the juridical space of the Kingdom of the Netherlands The first part of the book deals with the

Dutch Antilles in general and with St Maarten in particular examining the effects of slavery and its consequences Both before and after the restructuration of the Kingdom of the Netherlands in 1954 education was essentially shaped by the different religious denominations on the island Over time St Maarten's schooling system developed from an almost non existing entity to a well structured one which closely resembled the educational framework in the Netherlands its former colonial ruler Part two reflects the respondents reactions to several issues concerning education in St Maarten It was only after local St Maarten students became teachers that topics about the island found their place in the curriculum Even though it took some time to integrate St Maarten in the curriculum the people did not and still do not have the feeling that education has let them down It is only now that they are beginning to question whether and to what extent schools were and are able to positively influence young people In the past they believed that schooling however foreign its curriculum may have been did actually help them to find a niche in the world After studying both written and oral sources the book concludes that the coat of arms of St Maarten is representative of its findings about education on this island Semper progrediens Always progressing Education in St Maarten has progressed without showing radical breaks An Ethnographic Study of a Special Education School Frederick Lawrence Patrick, 1997-09 The purpose of this study was to describe using the tools of ethnography and qualitative research selected events in the history of a public special education school and its school culture The year of the study 1994 1995 the school served 125 students with cerebral palsy and other disabilities affecting some or all of their physical sensory and cognitive abilities Study participants included faculty and staff former students parents school administrators and others identified with the school and in the Nashville community during the 1994 1995 school year In depth interviews with study participants on site observations semi structured interviews with informants document and archival research were used to create five collective tales based on stories of those who knew the school best between 1975 and 1995 This is a story of one special education school's founding success and survival In recent years the local school system closed 5 of 7 special education schools its own K 12 school enrollment declined and rumors it too would soon close The story presents a saga of success and survival as the school faced a new social construction of schooling called the inclusive schools movement By applying institutional theory to the study of organizations this study offers an explanation of how one special education school survived the inclusion movement by adapting to societal demands and by maintaining certain environmental elements considered important to school survival This study provides a number of stories which serve as evidence of how the continuum of services for students with disabilities continues to work as inclusion efforts in some public schools often go awry This study investigated 1 events beginning with the school s founding in 1975 2 school success and survival using institutional theory and organizational analysis and 3 the school as a model day school in special education s continuum or Cascade of Services At the time of this study the inclusive schools movement was believed to be responsible for declining enrollments at Harris Hillman increasing numbers of students with disabilities being placed in other public and

private schools and rumors the school would soon be closed Study results offer a collection of stories from one educational setting over two decades Discussion of these stories is followed by study conclusions that provide support for special education schools and a continuum of service and placement options for students in need of special settings with appropriate curricular content and instruction It is a unique story of a special education school and its history over 20 years between Handbook of Prevention Science Beth Doll, William Pfohl, Jina S. Yoon, 2012-03-07 Prevention research 1975 and 1995 has traditionally focused on preventive interventions tied to specific disorders e.g. substance abuse conduct disorders or criminality This produced silos of isolated knowledge about the prevention of individual disorders but not about interventions that work across disorders This handbook is the first to comprehensively describe current research and practice in mental health prevention programs that is organized around comprehensive prevention systems that reach across all disorders and all institutions within a community Throughout the book preventive interventions are seen as a necessary component of effective mental health programs not as a replacement for therapeutic interventions Provided by publisher Social Inequality Kathryn Neckerman, 2004-06-18 Inequality in income earnings and wealth has risen dramatically in the United States over the past three decades Most research into this issue has focused on the causes global trade new technology and economic policy rather than the consequences of inequality In Social Inequality a group of the nation's leading social scientists opens a wide ranging inquiry into the social implications of rising economic inequality Beginning with a critical evaluation of the existing research they assess whether the recent run up in economic inequality has been accompanied by rising inequality in social domains such as the quality of family and neighborhood life equal access to education and health care job satisfaction and political participation Marcia Meyers and colleagues find that many low income mothers cannot afford market based child care which contributes to inequality both at the present time by reducing maternal employment and family income and through the long term consequences of informal or low quality care on children's educational achievement At the other end of the educational spectrum Thomas Kane links the growing inequality in college attendance to rising tuition and cuts in financial aid Neil Fligstein and Taek Jin Shin show how both job security and job satisfaction have decreased for low wage workers compared with their higher paid counterparts Those who fall behind economically may also suffer diminished access to essential social resources like health care John Mullahy Stephanie Robert and Barbara Wolfe discuss why higher inequality may lead to poorer health wider inequality might mean increased stress related ailments for the poor and it might also be associated with public health care policies that favor the privileged On the political front Richard Freeman concludes that political participation has become more stratified as incomes have become more unequal Workers at the bottom of the income scale may simply be too hard pressed or too demoralized to care about political participation Social Inequality concludes with a comprehensive section on the methodological problems involved in disentangling the effects of inequality from other economic factors which will be of great benefit to future investigators While today s widening inequality may be a temporary episode the danger is that the current economic divisions may set in motion a self perpetuating cycle of social disadvantage The most comprehensive review of this quandary to date Social Inequality maps out a new agenda for research on inequality in America with important implications for public policy Routledge International Encyclopedia of Education Gary McCulloch, David Crook, 2013-11-26 The Routledge International Encyclopedia of Education is a unique and major resource for the field of education It is a comprehensive single volume work arranged alphabetically and comprising around 600 entries. The entries range from definitions of key educational concepts and terms to biographies of key educators and specially written substantial essays on major educational topics The volume includes authoritative and critical commentary on historical and contemporary themes examinations of continuities changes and emerging issues and discussions of the educational traditions and features of major countries and continents The following special features are also included Unrivalled coverage of education in a single volume Entries by leading international educational researchers Contributors drawn from all over the globe including Australia Brazil Canada China Finland India Israel Japan New Zealand South Africa the United Kingdom and the United States A distinguished international advisory board Fully cross referenced and indexed Suggestions for further reading Offering insight into the world of education in an interesting informed and sometimes provocative way The Routledge International Encyclopedia of Education is an invaluable work of reference for educators students researchers and policy makers in education and related fields internationally Adolescent Education Joseph L. DeVitis, Linda Irwin-DeVitis, 2010 This book elucidates the complexities contradictions and confusion surrounding adolescence in American culture and education Without Marches Lisa Levenstein, 2009-04-30 Lisa Levenstein reframes highly charged debates over the origins of chronic African American poverty and the social policies and political struggles that led to the postwar urban crisis A Movement Without Marches follows poor black women as they traveled from some of Philadelphia s most impoverished neighborhoods into its welfare offices courtrooms public housing schools and hospitals laying claim to an unprecedented array of government benefits and services With these resources came new constraints as public officials frequently responded to women s efforts by limiting benefits and attempting to control their personal lives Scathing public narratives about women s dependency and their children's illegitimacy placed African American women and public institutions at the center of the growing opposition to black migration and civil rights in northern U S cities Countering stereotypes that have long plaqued public debate Levenstein offers a new paradigm for understanding postwar U S history The Comprehensive High School Today Floyd M. Hammack, 2004 Hammack has gathered a distinguished group to assess current reform efforts in their sociological and historical context taking into account the vision of James B Conanat the major proponent of the comprehensive high schools Contributors are Mary Erina Driscoll Joseph P McDonald Jeannie Oakes John L Rury Roger Shouse Amy Suart Wells The Sociology of Education Jeanne H Ballantine, Jenny Stuber, 2017-03-20 The Sociology of

Education A Systematic Analysis is a comprehensive and cross cultural look at the sociology of education This textbook gives a sociological analysis of education by incorporating a diverse set of theoretical approaches The authors include practical applications and current educational issues to discuss the structure and processes that make education systems work as well as the role sociologists play in both understanding and bring about change In addition to up to date examples and research the eighth edition presents three chapters on inequality in educational access and experiences where class race and ethnicity and gender are presented as separate though intersecting vectors of educational inequality Each chapter combines qualitative and quantitative approaches and relevant theory classics and emerging research and micro and macro level Adolescence and Education Tim Urdan, Frank Pajares, 2002-01-01 In this inaugural volume we solicited perspectives chapters from leading scholars in a variety of fields related to education Our aim was to provide a broad overview of several of the most pressing concerns regarding the education of adolescent students The volume begins with an historical perspective from Barbara Finklestein who provides background regarding America's changing perceptions of adolescence as a developmental period and how American society has approached the task of educating this age group over time This is followed by chapters from Carol Midgley and from Sanford Dornbusch and Jeanne Kaufman regarding the organization purpose and function of schools designed to serve early and late adolescents Midgley uses an achievement goal theory lens to analyze middle level schools Dornbusch and Kaufman consider senior high schools adopting a more sociological perspective

Creating the Dropout Sherman Jay Dorn,1992 America's Public Schools William J. Reese,2011-04 In this update to his landmark publication William J Reese offers a comprehensive examination of the trends theories and practices that have shaped America's public schools over the last two centuries A thoroughly revised epilogue outlines the significant challenges to public school education within the last five years Reese analyzes the shortcomings of No Child Left Behind and the continued disjuncture between actual school performance and the expectations of government officials He discusses the intrusive role of corporations economic models for enticing better teacher performance the continued impact of conservatism and the growth of home schooling and charter schools From the publisher description

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