

With a New Introduction by the Author

DIANE RAVITCH

The Great School Wars

A HISTORY OF THE
NEW YORK CITY PUBLIC SCHOOLS

Great School Wars A History Of The New York City Public Schools

Eugene F. Provenzo, Jr.



Great School Wars A History Of The New York City Public Schools:

The Great School Wars Diane Ravitch,1988 **The Great School Wars** Diane Ravitch,2000-07-14 Named one of the Ten Best Books about New York City by the New York Times **The Great School Wars, New York City, 1805-1973** Diane Ravitch,1974 *Educating Harlem* Ansley T. Erickson,Ernest Morrell,2019-11-12 Over the course of the twentieth century education was a key site for envisioning opportunities for African Americans but the very schools they attended sometimes acted as obstacles to black flourishing *Educating Harlem* brings together a multidisciplinary group of scholars to provide a broad consideration of the history of schooling in perhaps the nation s most iconic black community The volume traces the varied ways that Harlem residents defined and pursued educational justice for their children and community despite consistent neglect and structural oppression Contributors investigate the individuals organizations and initiatives that fostered educational visions underscoring their breadth variety and persistence Their essays span the century from the Great Migration and the Harlem Renaissance through the 1970s fiscal crisis and up to the present They tell the stories of Harlem residents from a wide variety of social positions and life experiences from young children to expert researchers to neighborhood mothers and ambitious institution builders who imagined a dynamic array of possibilities from modest improvements to radical reshaping of their schools Representing many disciplinary perspectives the chapters examine a range of topics including architecture literature film youth and adult organizing employment and city politics Challenging the conventional rise and fall narratives found in many urban histories the book tells a story of persistent struggle in each phase of the twentieth century *Educating Harlem* paints a nuanced portrait of education in a storied community and brings much needed historical context to one of the most embattled educational spaces today *Fighting Jim Crow in the County of Kings* Brian Purnell,2013-05 The Congress of Racial Equality CORE established a reputation as one of the most important civil rights organizations of the early 1960s In the wake of the southern student sit ins CORE created new chapters all over the country including one in Brooklyn New York which quickly established itself as one of the most audacious and dynamic chapters in the nation In *Fighting Jim Crow in the County of Kings* historian Brian Purnell explores the chapter s numerous direct action protest campaigns for economic justice and social equality The group s tactics evolved from pickets and sit ins for jobs and housing to more dramatic action such as dumping trash on the steps of Borough Hall to protest inadequate garbage collection The Brooklyn chapter s lengthy record of activism however yielded only modest progress Its members eventually resorted to desperate measures such as targeting the opening day of the 1964 World s Fair with a traffic snarling stall in After that moment its interracial nonviolent phase was effectively over By 1966 the group was more aligned with the black power movement and a new Brooklyn CORE emerged Drawing from archival sources and interviews with individuals directly involved in the chapter Purnell explores how people from diverse backgrounds joined together solved internal problems and earned one another s trust before eventually becoming disillusioned and frustrated *Fighting Jim Crow in the*

County of Kings adds to our understanding of the broader civil rights movement by examining how it was implemented in an iconic northern city where interracial activists mounted a heroic struggle against powerful local forms of racism 23

Myths About the History of American Schools Sherman Dorn, David A. Gamson, 2024 In this fascinating collection some of the foremost historians of education including Barbara Beatty Larry Cuban Linda Eisenmann Yoon Pak John Rury and Jonathan Zimmerman debunk commonly held myths about American schooling Each short readable chapter focuses on one myth explaining what the real history is and how it helped shape education today Contributors take on a host of tall tales including the supposed agrarian origins of summer vacation exaggerated stories of declining student behavior and academic performance persistent claims that some people are born to be teachers idealistic notions that the 1954 Brown decision ended segregation in American schools misleading beliefs that classrooms operate in ways designed to fit the industrial era and more 23 Myths About the History of American Schools will awaken the inner history nerd of everyone who ever asked How did we get this crazy school system It will affirm the truth that its readers are as entitled to think critically about schooling as anyone else Contributors include Barbara Beatty Larry Cuban Linda Eisenmann Yoon Pak John Rury and Jonathan Zimmerman

The Promise of Progressivism James M. Wallace, 2006 Textbook *The Fractured Schoolhouse* Neal P. McCluskey, 2022-09-15 American public schooling was established to unify diverse people and prepare citizens for democracy Intuitively it would teach diverse people the same values preferably in the same buildings with the goal that they will learn to get along and uphold government by the people But intuition can be wrong significant evidence suggests that public schools have not brought diverse people together whether from legally mandated racial segregation espousing values many people could not accept or human beings simply tending to associate with others like themselves Indeed the basic reality that people have diverse values and desires has rendered public schooling not a unifying force but a battleground That public schooling is necessary for democracy is also not supported both because we do not have a commonly agreed upon definition of democracy and because public schooling violates the bedrock American value liberty that democracy is supposed to protect The Fractured Schoolhouse Reexamining Education for a Free Equal and Harmonious Society proposes that to fulfill the mission of public schooling we need what some might call its opposite school choice Education grounded in liberty would enable diverse people to pursue curricula and policies they think are right without having to impose them on others and by making separated groups equals and easing the creation of new identities it would foster bridge building

Strength through Diversity Barry M. Goldenberg, 2025-01-14 For nearly seven years from 1967 to 1974 many hundreds of bright college going youth most of whom had previously been labeled as high school dropouts would proudly celebrate their graduation from Harlem Prep a small educational experiment that grew to become a nationally renowned cherished community institution in the iconic Black neighborhood of Harlem Operating in a repurposed supermarket that used blackboards as classroom dividers the school s unique multicultural philosophy inspired all who stepped foot inside This

philosophy exemplified by the school's motto of unity through diversity shaped the school's ethos fostered student achievement and most of all made Harlem Prep distinct from any other educational institution past or present In *Strength through Diversity* Barry M Goldenberg shares the history of this one of a kind multicultural institution from its rise to its apex and decline revealing the collective stories of hope struggle and love from administrators teachers community members and students Using history as a blueprint Goldenberg illustrates the untapped potential of multicultural education in the ongoing quest for educational equity strengththroughdiversity.com

Color in the Classroom Zoe Burkholder, 2011-10-05 Between the turn of the twentieth century and the *Brown v Board of Education* decision in 1954 the way that American schools taught about race changed dramatically This transformation was engineered by the nation's most prominent anthropologists including Franz Boas Ruth Benedict and Margaret Mead during World War II Inspired by scientific racism in Nazi Germany these activist scholars decided that the best way to fight racial prejudice was to teach what they saw as the truth about race in the institution that had the power to do the most good American schools Anthropologists created lesson plans lectures courses and pamphlets designed to revise what they called the race concept in American education They believed that if teachers presented race in scientific and egalitarian terms conveying human diversity as learned habits of culture rather than innate characteristics American citizens would become less racist Although nearly forgotten today this educational reform movement represents an important component of early civil rights activism that emerged alongside the domestic and global tensions of wartime Drawing on hundreds of first hand accounts written by teachers nationwide Zo Burkholder traces the influence of this anthropological activism on the way that teachers understood spoke and taught about race She explains how and why teachers readily understood certain theoretical concepts such as the division of race into three main categories while they struggled to make sense of more complex models of cultural diversity and structural inequality As they translated theories into practice teachers crafted an educational discourse on race that differed significantly from the definition of race produced by scientists at mid century Schoolteachers and their approach to race were put into the spotlight with the *Brown v Board of Education* case but the belief that racially integrated schools would eradicate racism in the next generation and eliminate the need for discussion of racial inequality long predated this Discussions of race in the classroom were silenced during the early Cold War until a new generation of antiracist multicultural educators emerged in the 1970s

Puerto Rican Women and Work Altagracia Ortiz, 1996-10-03 *Puerto Rican Women and Work* Bridges in Transnational Labor is the only comprehensive study of the role of Puerto Rican women workers in the evolution of a transnational labor force in the twentieth century This book examines Puerto Rican women workers both in Puerto Rico and on the U S mainland It contains a range of information historical ethnographic and statistical The contributors provide insights into the effects of migration and unionization on women's work taking into account U S colonialism and globalization of capitalism throughout the century as well as the impact of Operation Bootstrap The essays are arranged in chronological order to reveal the evolutionary nature

of women's work and the fluctuations in migration technology and the economy This one of a kind collection will be a valuable resource for those interested in women's studies ethnic studies and Puerto Rican and Latino studies as well as labor studies

An African American Dilemma Zoë Burkholder, 2021 Presenting a revealing historical perspective on today's charged schooling choices **An African American Dilemma** illuminates the tensions between school integration and separation that have shaped the long history of black struggles for equal education and civil rights in the North

Walt Whitman's Selected Journalism Walt Whitman, 2015-05-01 Long before he was a celebrated poet Walt Whitman was a working journalist By the time he published the first edition of *Leaves of Grass* in 1855 Whitman had edited three newspapers and published thousands of reviews editorials and human interest stories in newspapers in and around New York City Yet for decades much of his journalism has been difficult to access or even find For the first time *Walt Whitman's Selected Journalism* thematically and chronologically organizes a compelling selection of Whitman's journalism from the late 1830s to the Civil War It includes writings from the poet's first immersion into the burgeoning democratic culture of antebellum America to the war that transformed both the poet and the nation *Walt Whitman's Selected Journalism* covers Whitman's early years as a part time editorialist and ambivalent schoolteacher between 1838 and 1841 After 1841 it follows his work as a dedicated full time newspaperman and editor most prominently at the *New York Aurora* and the *Brooklyn Daily Eagle* between 1842 and 1848 After 1848 and up to the Civil War Whitman's journalism shows his slow transformation from daily newspaper editor to poet This volume gathers journalism from throughout these early years in his career focusing on reporting reviews and editorials on politics and democratic culture the arts and the social debates of his day It also includes some of Whitman's best early reportage in the form of the short personal pieces he wrote that aimed to give his readers a sense of immediacy of experience as he guided them through various aspects of daily life in America's largest metropolis Over time journalism's limitations pushed Whitman to seek another medium to capture and describe the world and the experience of America with words In this light today's readers of Whitman are doubly indebted to his career in journalism In presenting Whitman the journalist in his own words here and with useful context and annotations by renowned scholars *Walt Whitman's Selected Journalism* illuminates for readers the future poet's earliest attempts to speak on behalf of and to the entire American republic

Encyclopedia of the Social and Cultural Foundations of Education Eugene F. Provenzo, Jr., 2008-10-29 More than any other field in education the social and cultural foundations of education reflect many of the conflicts tensions and forces in American society This is hardly surprising since the area focuses on issues such as race gender socioeconomic class the impact of technology on learning what it means to be educated and the role of teaching and learning in a societal context The *Encyclopedia of the Social and Cultural Foundations of Education* provides a comprehensive introduction to the social and cultural foundations of education With more than 400 entries the three volumes of this indispensable resource offer a thorough and interdisciplinary view of the field for all those interested in issues involving schools and society

Key Features

Provides an interdisciplinary perspective from areas such as comparative education educational anthropology educational sociology the history of education and the philosophy of education Presents essays on major movements in the field including the Free School and Visual Instruction movements Includes more than 130 biographical entries on important men and women in education Offers interpretations of legal material including Brown v Board of Education 1954 and the GI Bill of Rights Explores theoretical debates fundamental to the field such as religion in the public school curriculum rights of students and teachers surveillance in schools tracking and detracking and many more Contains a visual history of American education with nearly 350 images and an accompanying narrative Key Themes Arts Media and Technology Curriculum Economic Issues Equality and Social Stratification Evaluation Testing and Research Methods History of Education Law and Public Policy Literacy Multiculturalism and Special Populations Organizations Schools and Institutions Religion and Social Values School Governance Sexuality and Gender Teachers Theories Models and Philosophical Perspectives A Visual History of American Education

Reforming the Reform Susan L. Moffitt, Michaela Krug O'Neill, David K. Cohen, 2023-08-18

School reforms are almost always born out of big dreams and a well meaning desire to change the status quo the American education system as we know it was the product of such a reform But between the lawmakers who spearhead these changes and the students whose education is at stake there are countless teachers principals administrators and local politicians and correspondingly countless ways that things can go sideways In *Reforming the Reform* political scientist Susan Moffitt education scholar Michaela O'Neill and the late policy and education scholar David K Cohen take on a wide ranging examination of the nitty gritty of school reform They focus especially on mezzo level actors but the countless school superintendents principals and teachers figuring out how to apply a new policy in the unique context of their district or school They conducted more than 250 interviews with mezzo level administrators in Tennessee and California chosen as contrasts for their different political makeup and centralization of the education system between 2016 and 2020 ending their data collection as schools were going virtual at the beginning of the pandemic They also collected survey data from across the US Finally they turned to archival data dating to the earliest American educational reform the creation of a centralized national education policy Taken together this data demonstrates an impressive ambition to identify common problems that arise when a general policy is implemented in a local context The framework provides a general explanation for problems facing social policy reforms in federalist systems including healthcare and offers pathways forward for education policy in particular

Beyond Modernism and Postmodernism Maurice R. Berube, 2001-11-30 Berube examines the political matrix of intellectual and cultural America In a wide ranging series of essays from the rise of the postmodern intellectual to a modernist appreciation of the spiritual quality of the paintings of Jackson Pollock Berube stakes out his claim that all areas of human endeavor are rooted in a politics of culture The essay collection is divided into three sections The first two essays deal with the postmodern intellectual and the corporate university the second section plumbs the depth of a conservative school

reform movement and asks whether we have not reached an end to education reform The last section contains essays pertaining to precarious state of arts education in the schools reflections on a modernist literary canon the contribution of Pollock and plumbing alternative views of Jesus as the penultimate revolutionary Of particular interest to scholars students and other researchers involved with cultural studies and education **American Educational History Journal** Paul J. Ramsey,2012-10-01 The American Educational History Journal is a peer reviewed national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines The editors of AEHJ encourage communication between scholars from numerous disciplines nationalities institutions and backgrounds Authors come from a variety of disciplines including political science curriculum history philosophy teacher education and educational leadership Acceptance for publication in AEHJ requires that each author present a well articulated argument that deals substantively with questions of educational history The Strike That Changed New York Jerald E. Podair,2003-01-01 This admirably balanced book will most likely stand as the definitive account of the Ocean Hill Brownsville crisis for some time engrossing New York History Winner of the Allan Nevins Prize awarded by the Society of American Historians On May 9 1968 junior high school teacher Fred Nauman received a letter that would change the history of New York City It informed him that he had been fired from his job Eighteen other educators in the Ocean Hill Brownsville area of Brooklyn received similar letters that day The dismissed educators were white The local school board that fired them was predominantly African American The crisis that the firings provoked became the most racially divisive moment in the city in more than a century sparking three teachers strikes and increasingly angry confrontations between black and white New Yorkers at bargaining tables on picket lines and in the streets This superb book revisits the Ocean Hill Brownsville crisis a watershed in modern New York City race relations Jerald E Podair connects the conflict with the sociocultural history of the city and explores its legacy The book is a powerful sobering tale of racial misunderstanding and fear and a New York story with national implications Deftly weaves a complicated story about class and race labor and civil rights There are no faultless heroes or thoroughly evil villains here only human beings struggling to make sense of their world and achieve justice as they understand it Choice Compelling Washington Monthly *George Frederick Bristow* Katherine K. Preston,2020-11-16 As American classical music struggled for recognition in the mid nineteenth century George Frederick Bristow emerged as one of its most energetic champions and practitioners Katherine K Preston explores the life and works of a figure admired in his own time and credited today with producing the first American grand opera and composing important works that ranged from oratorios to symphonies to chamber music Preston reveals Bristow s passion for creating and promoting music his skills as a businessman and educator the respect paid him by contemporaries and students and his tireless work as both a composer and in demand performer As she examines Bristow against the backdrop of the music scene in New York City Preston illuminates the little known creative and performance culture that he helped define and create Vivid and richly detailed George Frederick Bristow enriches our

perceptions of musical life in nineteenth century America

Multiculturalism in the United States John D.

Buenker, Lormen A. Ratner, 2005-03-30 Interest in ethnic studies and multiculturalism has grown considerably in the years since the 1992 publication of the first edition of this work. Co editors Ratner and Buenker have revised and updated the first edition of *Multiculturalism in the United States* to reflect the changes, patterns and shifts in immigration showing how American culture affects immigrants and is affected by them. Common topics that helped determine the degree and pace of acculturation for each ethnic group are addressed in each of the 17 essays providing the reader with a comparative reference tool. Seven new ethnic groups are included: Arabs, Haitians, Vietnamese, Koreans, Filipinos, Asian Indians, and Dominicans. New essays on the Irish, Chinese, and Mexicans are provided as are revised and updated essays on the remaining groups from the first edition. The contribution to American culture by people of these diverse origins reflects differences in class, occupation, and religion. The authors explain the tensions and conflicts between American culture and the traditions of newly arrived immigrants. Changes over time that both of the cultures brought to America and of the culture that received them is also discussed. Essays on representative ethnic groups include African Americans, American Indians, Arabs, Asian Indians, Chinese, Dominicans, Filipinos, Germans, Haitians, Irish, Italians, Jews, Koreans, Mexicans, Poles, Scandinavians, and the Vietnamese.

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