

# Teachers' Pets, Troublemakers, and Nobodies

BLACK CHILDREN IN  
ELEMENTARY SCHOOL

Helen Gouldner,  
with the assistance of  
Mary Symons Strong

# Teachers Pets Troublemakers And Nobodies Black Children In Elementary School

**William Ming Liu**



## **Teachers Pets Troublemakers And Nobodies Black Children In Elementary School:**

**Teachers' Pets, Troublemakers, and Nobodies** Helen Gouldner, Mary Symons Strong, 1978-10-17 The observations made in the classrooms and homes of black children attending the elementary grades in a midwestern elementary school system were undertaken to understand more fully and at firsthand the educational experiences of black children during their initial years of formal schooling The schools in this border state metropolis were segregated all the members of the student body and the school staff were black The school district was located in part of the city's large racial and social ghetto p 128

*Teachers Pets, Troublemakers, and Nobodies* Helen Gouldner, 1978 Inequalities in the Teaching Profession M. Moreau, 2014-05-06 Countering the commonplace view of teaching as inclusive this collection highlights the persistence of inequalities in the teaching profession It explores the ways in which gender ethnicity social class and other identity markers shape teachers experiences in a range of institutional and national contexts *Research In Multicultural Education* Carl A. Grant, 2005-06-21 A work specifically written to encourage research into multicultural education and to help researchers work through some of the inherent problems that face schools with multicultural students *Academically Gifted African American Male College Students* Fred A. Bonner II, 2010-01-22 The first ever study of African American giftedness at the collegiate level focusing on two extraordinary case studies At a time when so many studies of African American students focus on the factors of failure *Academically Gifted African American Male College Students* fills a conspicuous void in the research literature on post secondary education by focusing on success Like no other work before it this remarkable study goes deep inside the experiences of academically gifted African American men who successfully navigate their way through rigorous college level programs At the heart of the unique and long overdue work are two real life stories of African American male students one at a Historically Black College and University HBCU and the other at a Traditionally White Institution TWI In presenting comparing and contrasting these two cases the book identifies a number of personal characteristics and institutional approaches driving their notable achievements The result is a guidebook both for gifted African American male students and for the institutions looking to strengthen their support for them particularly in science technology engineering and mathematics STEM disciplines **Building Community in an Alternative School** Lionel H. Brown, Kelvin S. Beckett, 2007 This book is a case study illustrating how one urban school district overcame barriers to allow for effective communication across ethnic and socioeconomic lines enabling the community to build consensus on new policies and programs for elementary and middle school students at risk for educational failure The information presented here will be of interest to all urban educators who believe that current policies and programs for at risk students are failing and who are seeking new answers and ways forward African American Men in Crisis Wesley E. Pullman, 2012-10-12 The challenges and obstacles to full participation of African American men in the mainstream economic and social structure of American life is rapidly becoming an area of public debate The essential rationale for this work is that there is a need to

clarify the basic issues and to achieve a better understanding of the obstacles facing young black men in our society This study is designed to enhance current knowledge and understanding of how different people in urban communities are attempting to address the needs of young black men Its purpose is to further academic understanding and knowledge about community based male socialization programs for black inner city youth      The Sociology of Education Jeanne Ballantine,Floyd M. Hammack,2015-07-22 Putting Sociology to Work Chapter 4 Gender Race and Class Attempts to Achieve Equality of Educational Opportunity Gender and Equality of Educational Opportunity Class Race and Attempts to Rectify Inequalities in Educational Opportunity Integration Attempts Educational Experience of Selected Minorities in the United States Improving Schools for Minority Students Summary Putting Sociology to Work Chapter 5 The School as an Organization The Social System of the School Goals of the School System The School as an Organization      *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 perspectives      **Huck Finn's "hidden" Lessons** Sharon Rush,2006 Huck Finn s Hidden Lessons questions the educational suitability of *The Adventures of Huckleberry Finn* in the classroom The author argues that the book teaches misguided lessons about race relations Huck Finn s Hidden Lessons challenges the more typical understanding of *Huck Finn* and guides readers through an analysis that demonstrates how racism functions in the book and the classroom      **After the "At-Risk" Label** Keffrelyn D. Brown,2016 This book examines how the use of the at risk category and label creates problems for students and teachers Drawing from research across various education sites the author illustrates how educators recognize the label s potential to redress issues of equity but warns that it can also stigmatize the students so labeled Brown explores how the labeling and subsequent practices by teachers and schools actually affect students such as classifying many individuals as deficient The text provides a historical overview discusses the role of federal education policy and teaching and includes tools to help readers acquire more complex critical understandings of risk in educational practice After the At Risk Label not only challenges the education community to reorient itself to a more equitable discourse it provides a framework for changing the structural conditions of schooling to better serve all students Book Features Offers a critical appraisal of how schools policy and teachers may be complicit in exacerbating conditions that lead to risk Shows how race and class biases might be manifested in the at risk

identification process Outlines a framework for making sense of and acting in response to risk that attends to both the individual and the institution Provides a set of key questions terms and a list of extended activities in each chapter In this book Keffrelyn Brown takes the common notion of at risk and turns it on its head It is imperative that people who deal with children and teens grapple with the centrality of her notions This is a must read Gloria Ladson Billings University of Wisconsin Madison In this important and timely book Keffrelyn Brown provides a much needed basis for radically rethinking whether risk can be part of a critical social justice project in education David Gillborn University of Birmingham UK This book represents an audaciously genuine call to know more about to see more in and do more for students who have somehow amassed the label at risk H Richard Milner IV University of Pittsburgh *The Resegregation of Schools* Jamel K. Donnor, Adrienne Dixon, 2013-06-07 Access to a quality education remains the primary mechanism for improving one's life chances in the United States and for children of color a good education is particularly linked to their individual and collective well being Despite the popular perception that America is in a post racial epoch opportunities to access quality learning environments and human development resources remain determined according to race class gender and ability Taking a more nuanced approach to race and the resegregation of the American school system this volume examines how and why the education quality for the majority of students of color in America remains fundamentally unequal **Social and Emotional Adjustment and Family Relations in Ethnic Minority Families** Ronald D. Taylor, Margaret C. Wang, Margaret C Wang, 2013-11-26 This collection of essays addresses issues related to the intersection of family relationships and several contexts for the social and emotional development of ethnic minority adolescents The papers are organized in sections under subtitles which reflect three contextual frames through which these issues may be examined The first section focuses on the relationship between economic factors and resources on the one hand and family relations as environments for development on the other The next part focuses on family and peer networks and relations as contexts for the emotional and social development of adolescents The last section takes neighborhood and school as contexts for and determinants of social and emotional adjustment in adolescence Like much of the extant work and current thought concerning development in ethnic minority children and adolescents the authors have highlighted the more stressful and negative aspects of these several contexts There are a few explicit and several implicit references made to supportive and more positive contexts and manifestations of relationships which frame the developmental experiences of ethnic minority adolescents These serve as a reminder that many ethnic minority adolescents do overcome the odds against success and grow into healthy and wholesome adults However in large measure this book is a contribution to our understanding of the problematic circumstances under which a significant segment of the population exists reminding us that life for ethnic minority adolescents is difficult The fact that some of these young people manage to overcome the negative and stressful aspects of their experiences and defy the implicit prediction of failure to thrive is truly remarkable Educating for Democracy Robert F. McNergney, Edward R.

Ducharme, Mary K. Ducharme, 1999-04 Use of case methods to promote democratic teaching learning Part I suggests how why teacher educators can use case methods at preservice inservice levels Part II presents 6 cases designed to stimulate consideration of democratic teaching learn      *Black Students and School Failure* Jacqueline J. Irvine, 1990-03-26 Research findings by the National Commission on Excellence the Children s Defense Fund and the College Board among others suggest that much work remains to be done to upgrade the educational experience and performance of the fastest growing segment of the American school population blacks and other minorities This country s survival and strength will ultimately depend on the quality of education given to this important group that has been systematically and effectively excluded from the benefits of educational opportunity Without these benefits blacks and other minorities will never achieve economic independence and the self perpetuating cycle of poor school achievement poverty and teen parenthood will grind on relentlessly This important study addresses the many facets of this complex problem by explicating its many roots assessing strengths and weaknesses inherent in the present system and proposing strategies for dynamic changes Chapter 1 reviews various societal prescriptions regarding education and descriptive practices harmful to black students and uncovers a hidden curriculum The focus of Chapter 2 is on cultural synchronization in style language and cognition and on how disappearing black educators increase the lack of synchronization Chapters 3 and 4 detail the effects of teacher expectations in various contexts including grade level subject and time of year and present a thorough research study of teacher student interactions The last two chapters outline strategies for change and implications for training and staff development exploring Afro centric responses parent involvement relevant research findings and various staff development competencies for policy development and prejudice reduction The detailed introductory essay the seven tables and five figures and an appendix that provides supplemental information describing the research study methodology in Chapter 4 complete this valuable volume Scholars and students of Afro American and African Studies as well as educational administrators and practitioners will find this work both timely and provocative      *Race and Education, 1954-2007* Raymond Wolters, 2008 Retracing Supreme Court decisions on race and education beginning with the Brown v Board of Education decision Wolters distinguishes between desegregation and integration and shows how devastating educational and cultural consequences resulted from subsequent Supreme Court decisions that conflated the two and led to racial balancing policies that have backfired Provided by publisher      *The Oxford Handbook of Social Class in Counseling* William Ming Liu, 2013-03-28 This book summarizes and synthesizes the available research on social class and classism around counseling practice and research The authors offer interesting and provocative applications of social class and classism to varied practice and research settings and provide suggestions toward education training and practice      Education Reform and Social Change Catherine E. Walsh, 2012-11-12 Education Reform and Social Change is about addressing and changing the structures policies and practices of schools that differentially advantage white middle class native English speakers over students of color for whom English may be a second or additional language It is

also about helping people to think critically about what it is schools do and to consider more democratic participatory and equitable approaches The chapters in the text provide first hand documentation of the voices struggles and visions of students parent activists advocates attorneys and educators involved in educational and social change processes It chronicles real life efforts of people challenging the status quo and working to build a more participatory equitable and transformative future The goal of this book is twofold first to consider the structures policies and practices that shape and limit educational change and learning and teaching and second to document grassroots collaborative and creative efforts to change them It offers a critical framework both for conceptualizing and for actualizing educational change Organized into four sections this book provides a theoretical and practical framework for thinking about educational reform and social change one that moves from the broader structural concerns that are embedded in policy to case studies that document activism and collaborative efforts to change school city and state policies to classroom based directions and initiatives and to the construction of personal and collective visions for a more democratic equitable and just education Each section includes an overview of the chapters necessary background information to help the reader contextualize what follows and guiding questions to encourage reflective thought and engagement with the text and to invite personal linkages Two resource sections are included at the end of the volume Radical Educational Reform Critical Pedagogy and Multicultural Education Selected Readings and Resources and National Organization Networks and Resources with a Critical Perspective Freedomways

,1979 **Encyclopedia of Adolescence** Roger J.R. Levesque,2011-09-05 The Encyclopedia of Adolescence breaks new ground as an important central resource for the study of adolescence Comprehensive in breath and textbook in depth the Encyclopedia of Adolescence with entries presented in easy to access A to Z format serves as a reference repository of knowledge in the field as well as a frequently updated conduit of new knowledge long before such information trickles down from research to standard textbooks By making full use of Springer s print and online flexibility the Encyclopedia is at the forefront of efforts to advance the field by pushing and creating new boundaries and areas of study that further our understanding of adolescents and their place in society Substantively the Encyclopedia draws from four major areas of research relating to adolescence The first broad area includes research relating to Self Identity and Development in Adolescence This area covers research relating to identity from early adolescence through emerging adulthood basic aspects of development e g biological cognitive social and foundational developmental theories In addition this area focuses on various types of identity gender sexual civic moral political racial spiritual religious and so forth The second broad area centers on Adolescents Social and Personal Relationships This area of research examines the nature and influence of a variety of important relationships including family peer friends sexual and romantic as well as significant nonparental adults The third area examines Adolescents in Social Institutions This area of research centers on the influence and nature of important institutions that serve as the socializing contexts for adolescents These major institutions include schools religious

groups justice systems medical fields cultural contexts media legal systems economic structures and youth organizations Adolescent Mental Health constitutes the last major area of research This broad area of research focuses on the wide variety of human thoughts actions and behaviors relating to mental health from psychopathology to thriving Major topic examples include deviance violence crime pathology DSM normalcy risk victimization disabilities flow and positive youth development



## Reviewing **Teachers Pets Troublemakers And Nobodies Black Children In Elementary School**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Teachers Pets Troublemakers And Nobodies Black Children In Elementary School**," an enthralling opus penned by a highly acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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