


The Ecology Of The Public Schools An Inquiry Into Community Control

**Jean Barman, Yvonne Hébert, Don
McCaskill**



The Ecology Of The Public Schools An Inquiry Into Community Control:

The Ecology of the Public Schools Leonard J. Fein, 1971 *The Movement for Community Control of New York City's Schools, 1966-1970* Derek Edgell, 1998 **Inside Ocean Hill**  **Brownsville** Charles S. Isaacs, 2014-05-09

The story of an Ocean Hill Brownsville teacher who crossed picket lines during the racially charged New York City teachers strike of 1968. In 1968 the conflict that erupted over community control of the New York City public schools was centered in the black and Puerto Rican community of Ocean Hill Brownsville. It triggered what remains the longest teachers strike in US history. That clash between the city's communities of color and the white predominantly Jewish teachers union paralyzed the nation's largest school system, undermined the city's economy and heightened racial tensions, ultimately transforming the national conversation about race relations. At age twenty-two when the strike was imminent, Charles S. Isaacs abandoned his full scholarship to a prestigious law school to teach mathematics in Ocean Hill Brownsville. Despite his Jewish background and pro-union leanings, Isaacs crossed picket lines manned by teachers who looked like him and took the side of parents and children who did not. He now tells the story of this conflict not only from inside the experimental community-controlled Ocean Hill Brownsville district, its focal point, but from within ground zero itself, Junior High School 271, which became the nation's most famous or infamous public school. Isaacs brings to life the innovative teaching practices that community control made possible and the relationships that developed in the district among its white teachers and its black and Puerto Rican parents, teachers and community activists. *Inside Ocean Hill Brownsville* is one of the finest accounts of this turbulent time in America's educational history. As a firsthand analysis of a teacher embroiled in the Ocean Hill Brownsville community fight for educational justice, it has no peer. From its vantage point, forty-five years after the conflict, we finally have a corrective to a plethora of secondhand analyses that have been written over the years. It is a candid picture that I recommend highly.

Maurice R. Berube, coeditor of *Confrontation at Ocean Hill Brownsville*. *Inside Ocean Hill Brownsville* makes a vital contribution to a much-needed reinterpretation of the epochal struggles over community control of the New York City public schools in the 1960s and the divisive UFT fall 1968 strikes in opposition to that community-based movement. Writing from the firsthand perspective of a young Jewish math teacher at JHS 271, Isaacs brings this important story vividly to life with insight, candor and humor. He evokes the attitudes and actions of a rich array of ordinary teachers, administrators, students and parents who fought to defend the community control experiment in the face of the lies and distortions perpetrated by UFT officials and the mainstream press. A must-read for anyone interested in creating successful public schools, this book helps us remember what democratic public education might look like.

Stephen Brier, The Graduate Center, City University of New York. Charles Isaacs's *Inside Ocean Hill Brownsville* is a firsthand account of the dramatic events of New York City's greatest school crisis. Isaacs debunks many of the popular myths of black militants waging assaults on teachers. Instead, he demonstrates that the episode in Ocean Hill Brownsville was a case of black and Latino parents with the support of a number

of teachers at JHS 271 struggling for the education of their children and for a more democratically run educational system. These parents faced one of the most powerful unions in the city and a bureaucratic board of education that wanted to protect the status quo. There have been many books written on the 1968 teachers strike but Isaacs's well-written detailed account is by far the best. Clarence Taylor, author of *Knocking at Our Own Door*, Milton A. Galamison, and the *Struggle to Integrate New York City Schools*. Controlling Public Education Kathryn A. McDermott, 1999. Most Americans believe that local school districts are the only means by which citizens may exercise control over public education. Kathryn McDermott argues to the contrary that existing local institutions are no longer sufficient for achieving either equity or democratic governance. Not only is local control inequitable, it also fails to live up to its reputation for guaranteeing public participation and citizen influence. Drawing upon democratic theory and the results of field research in New Haven, Connecticut, and three suburbs, McDermott contends that our educational system can be made more democratic by centralizing control over funding while decentralizing most authority over schools to the level of schools themselves while enacting public school choice controlled for racial balance. To many people in Connecticut and elsewhere, the tension between equal opportunity for all students and local control of public education seems impossible to resolve. In 1996, the Connecticut Supreme Court ruled in *Sheff v. O'Neill* that local control produces unconstitutional segregation of public schools. Nearly all of the state's 169 towns operate their own public schools, and like the towns they serve, the schools are generally homogeneous with respect to race and socioeconomic class. In the *Sheff* ruling, the court declared that making school districts coterminous with town lines is the single most important factor contributing to the present concentration of racial and ethnic minorities in the Hartford public school system. At the same time, the court also acknowledged that the town-based school system presently furthers the legitimate nonracial interests of permitting considerable local control and accountability in educational matters. In Connecticut and elsewhere, it has often seemed necessary to choose between local control and equity in public education, and local control has almost always won. McDermott argues that rather than seeing local control and equity as conflicting goals, policymakers should regard them as equally important components of democracy in public education. In her view, a truly democratic system of education should both encourage citizen participation in school governance and contribute to the formation and maintenance of a social order in which equality of opportunity prevails over hierarchies of privilege. Centralizing distribution of resources and using controlled choice to end racial isolation would provide greater equality of opportunity while decentralizing management of schools would expand citizen participation. McDermott's conclusions break new ground in our understanding of local school governance itself and call into question the conventional wisdom about local participation. These findings should interest those who study school governance and reform, especially in an urban setting, as well as policy makers, administrators, teachers, students, and citizens eager to improve their schools. 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 *Research in Education*, 1970 **Resources in Education**, 2001-10 *School Crime and Disruption* National Institute of Education (U.S.), 1978 Theoretical Perspectives on School Crime National Council on Crime and Delinquency, 1978 *The Ocean Hill-Brownsville Conflict* Glen Anthony Harris, 2012-05-18 The history of Black Jewish relations from the beginning of the twentieth century shows that while they were sometimes partners of convenience there was also a deep suspicion of each other that broke out into frequent public exchanges During the twentieth century the entanglements of both groups have at times provided an important impetus for social justice in the United States and at other times have been the cause of great tension The Ocean Hill Brownsville Conflict explores this fraught relationship which is evident in the intellectual lives of these communities The tension was as apparent in the life and works of Marcus Garvey Richard Wright and James Baldwin as it was in the exchanges between blacks and Jews in intellectual periodicals and journals in the 1940s 1950s and 1960s The Ocean Hill Brownsville conflict was rooted in this tension and the longstanding differences over community control of school districts and racial preferences

Indian Education in Canada, Volume 2 Jean Barman, Yvonne Hébert, Don McCaskill, 2014-05-14 The two volumes comprising Indian Education in Canada present the first full length discussion of this important subject since the adoption in 1972 of a new federal policy moving toward Indian control of Indian education Volume 1 analyzes the education of Indian children by whites since the arrival of the first Europeans in Canada Volume 2 is concerned with the wide ranging changes that have taken place since 1972 The "Underclass" Debate Michael B. Katz, 2018-06-05 Do ominous reports of an emerging underclass reveal an unprecedented crisis in American society Or are social commentators simply rediscovering the tragedy of recurring urban poverty as they seem to do every few decades Although social scientists and members of the public make frequent assumptions about these questions they have little information about the crucial differences between past and present By providing a badly needed historical context these essays reframe today's underclass debate Realizing that labels of social pathology echo fruitless distinctions between the deserving and undeserving poor the contributors focus not on individual and family behavior but on a complex set of processes that have been at work over a long period degrading the inner cities and inevitably the nation as a whole How do individuals among the urban poor manage to survive How have they created a dissident infrapolitics How have social relations within the urban ghettos changed What has been the effect of industrial restructuring on poverty Besides exploring these questions the contributors discuss the influence of African traditions on the family patterns of African Americans the origins of institutions that serve the urban poor the reasons for the crisis in urban education the achievements and limits of the War on Poverty and the role of income transfers earnings and the contributions of family members in overcoming poverty The message of the essays is clear Americans will flourish or fail together **Understanding and Shaping Curriculum** Thomas W. Hewitt, 2006-02-13 Understanding and Shaping

Curriculum What We Teach and Why introduces readers to curriculum as knowledge curriculum as work and curriculum as professional practice Author Thomas W Hewitt discusses curriculum from theoretical and practical perspectives to not only acquaint readers with the study of curriculum but also help them to become effective curriculum practitioners Key Features Emphasizes the various dimensions of curriculum practice Becoming a curriculum practitioner requires understanding academic practice knowledge the forces shaping curriculum the array of curriculum work from policymaking to evaluation and how those are integrated forming a sense of professional practice This book examines curriculum knowledge that is both academic and practice based Brings theoretical concepts to life Perspective into Practice sections illustrate the relevance of the material to both elementary and secondary school settings and contexts In addition end of chapter resources provide ideas for further discussion and assignments that address different roles and the various dimensions of curriculum practice Examines current issues Part of being a good practitioner is understanding the inevitability of change and the necessity to keep current about issues and trends that affect both the knowledge and the work of curriculum Separate chapters on issues and trends give students the opportunity to explore what is happening in today s schools and curriculum Intended Audience This is an ideal text for masters and doctoral level courses on Curriculum Curriculum Development and Curriculum Design

Sextus Julius Africanus und die byzantinische Chronographie Gelzer,1880 John Dewey: Political theory and social practice J. E. Tiles,1992 *The Military and Nation Building* Pax D. T. Nkomo,1999 After forty years of independence African countries are still battling with the problem of nation building This thesis examines the possibility of the military playing a direct role in ethnic integration The variables which may determine the military s ability to affect national integration are the political elite the state and society It is found that at lower levels of development these variables do not support the military in the direction of national integration but they do so at higher levels of development The issue that arises from this finding is whether African countries should wait for development to occur in the hope that it will bring national integration with it On the other hand lack of integration causes mistrust tensions and conflicts which weaken the thrust to development African countries should therefore find methods of political organization that reduce such tensions and conflicts in order to facilitate development and consequently national integration It is this need for stability that the culturally adaptive mode of political organization is recommended for African countries *The Courts, Social Science, and School Desegregation* Betsy Levin,2018-02-06 First Published in 2018 Routledge is an imprint of Taylor Francis an Informa company *Federal Programs for Young Children: Review and Recommendations* ,1973 *Character Development in Schools and Beyond* Kevin Ryan,Thomas Lickona,1992 Education and Social Change Len Barton,Stephen Walker,2017-04-28 This book first published in 1985 argues that changes in the education system are closely bound up with wider social and political changes It considers items within education such as developments in teacher assessment policy and changes in the control of education policy and external items such as new directions in the management of the economy of

class relations and of the political system Throughout the book reflects a mood of growing frustration and anxiety shared by many teachers and educationalists which the book argues stems from a feeling that the education system is not being run as it should be This title will be of interest to students of education and sociology

Embracing the Song of Appearance: An Emotional Symphony within **The Ecology Of The Public Schools An Inquiry Into Community Control**

In a world used by screens and the ceaseless chatter of fast communication, the melodic elegance and psychological symphony developed by the prepared word frequently diminish in to the background, eclipsed by the constant noise and interruptions that permeate our lives. But, situated within the pages of **The Ecology Of The Public Schools An Inquiry Into Community Control** a wonderful literary value filled with raw emotions, lies an immersive symphony waiting to be embraced. Constructed by a masterful composer of language, that interesting masterpiece conducts viewers on a psychological trip, skillfully unraveling the hidden songs and profound affect resonating within each cautiously crafted phrase. Within the depths with this moving assessment, we can discover the book is central harmonies, analyze their enthralling publishing design, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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