

From Public School To The Ivy League How To Get Into A Top School Without Top Dollar Resources

Posh BoysHow English Public Schools Ruin BritainSimon and Schuster

This book is designed as a "building-block approach to understanding the financing of public schools in the U.S. The philosophical and historical basis for financing public schools is presented and integrated with the economic rationale for public investment in education.

Argues that as public schools became integral to the maintenance of American lifestyles, they increasingly reflected the primary tensions between democratic rhetoric and the reality of a class-divided system

Is the American public school doing what we want it to do? Or, is what we want it to do in conflict with what society allows it to do? This book takes on issues central to understanding the complexities of the American public school experience. Readers are simultaneously taken into the historical and contemporary context of these issues through an honest and provocative approach that engages them into the real world of school. Chapters revolve around key issues such as religion, democracy, teachers, race, reform, pedagogy, efficiency, freedom, segregation, social class, exceptionalism, gender, technology, and accountability. Paradoxes of the Public School promises to foster a thoughtful dialogue on the complexity of school and how best to improve it for the future. Teacher educators may find it useful to help develop teacher candidates' understanding of the nature of school. However, anyone interested in the nature of school will find this book insightful, clear, and easy to follow. All readers will find this book to be cutting edge as it creatively fills a dire need for a compelling tale of school that is both informative and thought provoking.

Bachelor Thesis from the year 2013 in the subject Pedagogy - The Teacher, Educational Leadership, grade: 98.00, course: Bachelor of Science in Business Administration, Major in Human Resources, language: English, comment: Authors: Princess Marie I. Belen Bennyeth R. Calses Diana May A. Icasiano Victoria O. Odesola Jemaydel V. Rivera Maria Rodessa M. Vibal, abstract: The main objective of this study was to determine and analyze the Benefits provided by Public School X and Private School Y to its female teachers in terms of their (1) Salary and Wages, (2) Working Conditions, (3) Health Benefits, and (4) Retirement Benefits. The descriptive method was used with fifteen participants from Public School X and fifteen participants from Private School Y. Data were gathered and analyzed using percentage and the Likert scale. All or 100% of the teachers in Public School X said they were unsatisfied with the security measures adapted in their school. In Public school X there is at present no teachers' lounge. Sixty-seven percent of the teachers in Private School Y receive lower than 1,000 for their Christmas bonus. Both Public School X and Private School Y are moderately satisfied with their working conditions and factors, which consisted of their salary, classroom size, ventilation, lighting, and cleanliness. The researchers recommend that Public School X should construct a teachers' lounge for the ease of the teachers' work and increase and manage security measures. Private school Y should probably reevaluate their compensation system to increase their Christmas bonus and should see if they could increase the teachers' compensation during summers and non-public holidays. It is also recommended that further research be carried out to expatiate deeper the basis of teacher benefits and the sufficiency of their compensation and benefits to their everyday needs."

Reproduction of the original: The Public School Word-Book by John S. Farmer

A historical analysis of the contribution of Great Britain's public schools to the conduct of World War II. Following their ground-breaking book on Public Schools and the Great War, David Walsh and Anthony Seldon now examine how those same schools fared in the Second World War. They use eye-witness testimony to recount stories of resilience and improvisation in 1940 as the likelihood of invasion and the terrors of the Blitz threatened the very survival of public schools. They also assess the giant impact that public school alumni contributed to every aspect of the war effort. The authors examine how the "People's War" brought social cohesion, with the opportunity to end public school exclusiveness to the fore, encouraged by Winston Churchill among others. That opportunity was ironically squandered by the otherwise radical Clement Attlee's post-war Labour government, prolonging the "public school problem" right through to the present day. The public schools shaped twentieth century history profoundly, never more so than in the conduct of both its world wars. The impact of the schools on both wars was very different, as were the legacies. Drawing widely on primary source material and personal accounts of inspiring courage and endurance, this book is full of profound historical reflection and is essential reading for all who want to understand the history of modern Britain. Britain's public (that is, its major independent) schools have a conspicuous role in the country's social system, and as a result are the subject of a long-standing political debate. The discussion is generally founded on a stereotyped image of what these school may have been like in the 1950s – this books shows how they were in the late 1980s. It is based on fieldwork in two major public boarding schools which the author conducted over an extended period, and draws on interviews, observation and documentary sources to establish a picture of what public school life is actually like for pupils and staff. Since the schools were predominantly male preserves, the major part of the book describes the social world and experiences of boys and schoolmasters. An important section of the book, however, discusses the introduction of girl pupils, the experiences of female teachers and the way schoolmasters' wives tend to be drawn into their husbands' work. Geoffrey Walford's conclusions about life in public schools differ considerably from traditional expectations. At the same time he asks whether there really has been a 'public school revolution'. His book makes an important contribution to our knowledge of public schools, to debates in the sociology of education and to the issues of abolishing or extending the independent sector.

Boarding School Syndrome is an analysis of the trauma of the 'privileged' child sent to boarding school at a young age. Innovative and challenging, Joy Schaverien offers a psychological analysis of the long-established British and colonial preparatory and public boarding school tradition. Richly illustrated with pictures and the narratives of adult ex-boarders in psychotherapy,

the book demonstrates how some forms of enduring distress in adult life may be traced back to the early losses of home and family. Developed from clinical research and informed by attachment and child development theories 'Boarding School Syndrome' is a new term that offers a theoretical framework on which the psychotherapeutic treatment of ex-boarders may build. Divided into four parts, History: In the Name of Privilege; Exile and Healing; Broken Attachments: A Hidden Trauma, and The Boarding School Body, the book includes vivid case studies of ex-boarders in psychotherapy. Their accounts reveal details of the suffering endured: loss, bereavement and captivity are sometimes compounded by physical, sexual and psychological abuse. Here, Joy Schaverien shows how many boarders adopt unconscious coping strategies including dissociative amnesia resulting in a psychological split between the 'home self' and the 'boarding school self'. This pattern may continue into adult life, causing difficulties in intimate relationships, generalized depression and separation anxiety amongst other forms of psychological distress. Boarding School Syndrome demonstrates how boarding school may damage those it is meant to be a reward and discusses the wider implications of this tradition. It will be essential reading for psychoanalysts, Jungian analysts, psychotherapists, art psychotherapists, counsellors and others interested in the psychological, cultural and international legacy of this tradition including ex-boarders and their partners.

Filling a huge void in the history of education, American Public School Librarianship provides essential background information to members of the nation's school library and educational communities who are charged with supervising and managing America's 80,000 public school libraries.

The public schools of England have long been praised and reviled in equal measure. Do they perpetuate elites and unjust divisions of social class? Do they improve or corrupt young minds and bodies? Should they be abolished? Are they in fact the form of education we would all wish for our children if we could only afford the fees? Jonathan Gathorne-Hardy's classic study of Britain's 'independent sector' of schools first appeared in 1977 and still stands as the most widely admired history of the subject, ranging across 1400 years in its spirited investigation. Provocative and comprehensive, witty and revealing, it traces the arc by which schools that were, circa 1900, typically 'frenziedly repressive about sex, odiously class-conscious and shut off into tight, conventional, usually brutal little total communities' gradually evolved into acknowledged centres of academic excellence, as keen on science as organised games, 'fairly relaxed about sex, and moderate in discipline' - but to which access still 'depends largely on class and entirely on money.'

Middle-class School Choice in Urban Spaces examines government-funded public schools from a range of perspectives and scholarship in order to examine the historical, political and economic conditions of public schooling within a globalized, post-welfare context. In this book, Rowe argues that post-welfare policy conditions are detrimental to government-funded public schools, as they engender consistent pressure in rearticulating the public school in alignment with the market, produce tensions in serving the more historical conceptualizations of public schooling, and are preoccupied by contemporary profit-driven concerns. Chapters focus on public schooling from different global perspectives, with examples from Chile and the US, to examine how various social movements encapsulate ideologies around public schooling. Rowe also draws upon a rich, five-year ethnographic study of campaigns lobbying the Victorian State Government in Australia for a brand-new, local-specific public school. Critical attention is paid to the public school as a means to achieve empowerment and overcome discrimination, and both a local and global lens are used to identify how parents choose the public school, the values they attach to it, and the strategies they use to obtain it. Also considered, however, are how quality gaps, distances and differences between public schools threaten to undermine the democracy of education as a means for individuals to be socially mobile and escape poverty. This book makes an important contribution to our understanding of global social movements and activism around public education. As such, it will be of key interest to researchers, academics and postgraduate students in the field of education, specifically those working on school choice, class and identity, as well as educational geography.

Privatisation and Commercialisation in Public Education asks how publicness is being redefined through the restructuring of nominally public school systems. Over the past few decades, governments have engineered a wave of reforms in their public systems opening them to privatisation and commercialisation. In public education systems competition, choice and autonomy have become entrenched vectors of these reforms. This edited collection carefully examines the difference between privatisation and commercialisation and traces the varying effects privatised and commercialised policy reforms have had in different educational contexts. Many countries have approached the thorny issues of school choice and school autonomy in different ways, and this book investigates the impact of these agendas across the USA, UK, Australia, New Zealand, parts of Europe, sub-Saharan Africa and India. This book brings together contemporary, international perspectives from high-profile policy academics on both privatisation and commercialisation in public education systems under the provocation of how the 'public' nature of schooling is changing. This is essential reading for those interested in the idea that current education policy reforms are reshaping what might be considered core educational practices in public schooling.

Confessions of a Public School Teacher: A 35-Year Veteran's Assessment on How Public Education Can Make the Grade By: Michael Marra A veteran teacher of 35 years, Michael Marra believes deeply in education's power to change lives. His enthusiasm for helping children realize their full potential lies at the core of his lessons. His efforts to make history and economics classes relevant to students' lives, both inside and outside the classroom, permeate his lively teaching style. Marra's philosophy on how best to improve our public schools does not sit well with teacher unions. He believes strongly that tenure, seniority and near-endless due process protect poor performing teachers and need swift, meaningful revision. On this, Marra is unwavering, and he presents refreshing suggestions for unlocking what he believes have become the greatest shackles on American schools. Readers will be well informed to make their own assessment on these critical issues. Part memoir, part argument and part how-to guide for aspiring educators, Confessions of a Public School Teacher is a must-read for anyone who believes true learning and development to be worthwhile pursuits. Marra's quest to leave the classroom a bit better than he found it is both his greatest support of those we cherish dearly—our children—and an invitation for the reader to join the conversation.

The End of Public Schools analyzes the effect of foundations, corporations, and non-governmental organizations on the rise of neoliberal principles in public education. By first contextualizing the privatization of education within the context of a larger educational crisis, and with particular emphasis on the Gates Foundation and influential state and national politicians, it describes how specific policies that limit public control are advanced across all levels. Informed by a thorough understanding of issues such as standardized

testing, teacher tenure, and charter schools, David Hursh provides a political and pedagogical critique of the current school reform movement, as well details about the increasing resistance efforts on the part of parents, teachers, and the general public.

Should we stay or should we go? Millions of parents with children in public schools can't believe they're asking this question. But they are. And you should be asking it too. Almost overnight, America's public schools have become morally toxic. And they are especially poisonous for the hearts and minds of children from religious families of every faith—ordinary families who value traditional morality and plain old common sense. Parents' first duty is to their children—to their intellect, their character, their souls. The facts on the ground point to one conclusion: get out now.

'Thoroughly researched and written with such calm authority, yet makes you want to scream with righteous indignation' John O'Farrell Britain's private, fee-paying schools are institutions where children from affluent families have their privileges further entrenched through a high-quality, richly-resourced education. Engines of Privilege contends that, in a society that mouths the virtues of equality of opportunity, of fairness and of social cohesion, the educational apartheid separating private schools from our state schools deploys our national educational resources unfairly; blocks social mobility; reproduces privilege down the generations; and underpins a damaging democratic deficit in our society. Francis Green and David Kynaston carefully examine options for change, while drawing on the valuable lessons of history. Clear, vigorous prose is combined with forensic analysis to powerful effect, illuminating the painful contrast between the importance of private schools in British society and the near-absence of serious, policy-shaping debate.

Why should you care about what happened to William Frantz Public School? Yes, Ruby Bridges entered the iconic doors of William Frantz in 1960, but the building's unique role in New Orleans school desegregation is only one part of the important history of this school. Many additional and equally important stories have unfolded within its walls and the neighborhoods surrounding it. These stories matter. It matters that society has historically marginalized Black students and continues to do so. It matters that attempts to dismantle systemic racism in schools and other institutions still face strong resistance, and these issues continue to deeply divide the United States. It matters that the building remains standing as an indomitable symbol of the resiliency of public education despite decades of waning support, misguided accountability, and a city devastated by Hurricane Katrina. It matters that opportunism, under the guise of recovery, reshaped public education in New Orleans. William Frantz Public School: A Story of Race, Resistance, Resiliency, and Recovery in New Orleans provides more than an examination of education in one school and one city. It recounts a story that matters to anyone who cares about public education.

"A smart and kind story topped with just the right amount of social justice," according to Kirkus, James Patterson's newest hit illustrated novel is a genuinely funny, poignant look at middle school in a challenging inner-city setting, now available in paperback. Kenny Wright is a kid with a secret identity. In his mind, he's Stainlezz Steel, super-powered defender of the weak. In reality, he's a chess club devotee known as a "Grandma's Boy," a label that makes him an easy target for bullies. Kenny wants to bring a little more Steel to the real world, but the question is: can he recognize the real strength and goodness inside himself? Or will peer pressure force him to make the worst choice of his life?

Interspersed with fantastic illustrations and comic-book panels, this book aims to both entertain and to provoke dialogue about identity, belonging, and doing the right thing.

Americans today choose from a dizzying array of schools, loosely lumped into categories of "public" and "private." How did these distinctions emerge in the first place, and what do they tell us about the more general relationship in the United States between public authority and private enterprise? In Public vs. Private, Robert N. Gross describes how, more than a century ago, public policies fostered the rise of modern school choice. In the late nineteenth century, American Catholics began constructing rival, urban parochial school systems, an enormous and dramatic undertaking that challenged public school systems' near-monopoly of education. In a nation deeply committed to public education, mass attendance in Catholic schools produced immense conflict. States quickly sought ways to regulate this burgeoning private sector and the competition it produced, even attempting to abolish private education altogether in the 1920s. Ultimately, however, Gross shows how the public policies that resulted produced a stable educational marketplace, where choice flourished. The creation of the educational marketplace that we have inherited today--with systematic alternatives to public schools--was as much a product of public power as of private initiative. Gross also demonstrates that schools have been key sites in the development of the American legal conceptions of "public" and "private." Landmark Supreme Court cases about the state's role in regulating private schools, such as the 1819 Dartmouth v. Woodward decision, helped define and redefine the scope of government power over private enterprise. Judges and public officials gradually blurred the meaning of "public" and "private," contributing to the broader shift in how American governments have used private entities to accomplish public aims. As ever more policies today seek to unleash market forces in education, Americans would do well to learn from the historical relationship between government, markets, and schools.

Nearly the whole of America's partisan politics centers on a single question: Can markets solve our social problems? And for years this question has played out ferociously in the debates about how we should educate our children. From the growth of vouchers and charter schools to the implementation of No Child Left Behind, policy makers have increasingly turned to market-based models to help improve our schools, believing that private institutions—because they are competitively driven—are better than public ones. With The Public School Advantage, Christopher A. and Sarah Theule Lubienski offer powerful evidence to undercut this belief, showing that public schools in fact outperform private ones. For decades research showing that students at private schools perform better than students at public ones has been used to promote the benefits of the private sector in education, including vouchers and charter schools—but much of these data are now nearly half a century old. Drawing on two recent, large-scale, and nationally

representative databases, the Lubienskis show that any benefit seen in private school performance now is more than explained by demographics. Private schools have higher scores not because they are better institutions but because their students largely come from more privileged backgrounds that offer greater educational support. After correcting for demographics, the Lubienskis go on to show that gains in student achievement at public schools are at least as great and often greater than those at private ones. Even more surprising, they show that the very mechanism that market-based reformers champion—autonomy—may be the crucial factor that prevents private schools from performing better. Alternatively, those practices that these reformers castigate, such as teacher certification and professional reforms of curriculum and instruction, turn out to have a significant effect on school improvement. Despite our politics, we all agree on the fundamental fact: education deserves our utmost care. The Public School Advantage offers exactly that. By examining schools within the diversity of populations in which they actually operate, it provides not ideologies but facts. And the facts say it clearly: education is better off when provided for the public by the public.

'The most important book I've read this year...the writing is magnetic' Adam Rutherford In 1975, as a child, Richard Beard was sent away from his home to sleep in a dormitory. So were David Cameron and Boris Johnson. In those days a private boys' boarding school education was largely the same experience as it had been for generations: a training for the challenges of Empire. He didn't enjoy it. But the first and most important lesson was to not let that show. Being separated from the people who love you is traumatic. How did that feel at the time, and what sort of adult does it mould? This is a story about England, and a portrait of a type of boy, trained to lead, who becomes a certain type of man. As clearly as an X-ray, it reveals the make-up of those who seek power - what makes them tick, and why. Sad Little Men addresses debates about privilege head-on; clearly and unforgettably, it shows the problem with putting a succession of men from boarding schools into positions of influence, including 10 Downing Street. Is this who we want in charge, especially at a time of crisis? It is a passionate, tender reckoning - with one individual's past, but also with a national bad habit. 'Insanely readable and enjoyable' - TOM HOLLAND, author of Dominion

Long unavailable, this acclaimed book traces the history of an ideal and examines its effect on the lives of those caught up in the First World War. Rupert Brooke's apparent enthusiasm for the War in 1914 was echoed throughout England, particularly by young men who had been educated in a gentlemanly tradition of patriotism, chivalry and sportsmanship at their public schools. These codes had also trickled down through society thanks to the school stories that appeared in popular boys' magazines, and to the missions and boys' clubs run by the schools and universities in the poorer parts of the country. Drawing upon a wealth of material, Peter Parker's fascinating book traces the growth and dissemination of what Wilfred Owen dismissed as 'the old lie' in his poem Dulce Et Decorum Est. It also explores the wide variety of responses to the war - from celebration to denigration, from patriotic acquiescence to bitter rebellion - as they were reflected in the poetry, plays and prose of the period. The Old Lie unearths some truly bizarre notions about education and warfare and illuminatingly re-examines the literature of the First World War by placing it in its historical and social perspective.

This book articulates a path for a renewed conception of-and commitment to-the public dimensions of schooling. It is an interdisciplinary book of philosophy and politics, written for educational leaders working in or on behalf of public schooling. Publics for Public Schools introduces a fresh view on how educational leaders might view the public ideal. In this conception of public work and leadership, educational leaders do not work with the public but help to achieve publics for public schools. The demos, or "the people" in the case of democratic governance of schools, mobilize around particular problems related to young people and schooling; they are best understood not as "the public" but as multiple publics. This book provides a conception of public life and of public leadership that can enable educational leaders of all types to help achieve publics for their schools.

EDUCATION / Educational Policy & Reform / General

'The latest in the series of powerful books on the divisions in modern Britain, and will take its place on many bookshelves beside Reni Eddo-Lodge's Why I'm No Longer Talking to White People About Race and Owen Jones's Chavs.' –Andrew Marr, Sunday Times 'In his fascinating, enraging polemic, Verkaik touches on one of the strangest aspects of the elite schools and their product's domination of public life for two and a half centuries: the acquiescence of everyone else.' –Observer In Britain today, the government, judiciary and military are all led by an elite who attended private school. Under their watch, our society has become increasingly divided and the gap between rich and poor is now greater than ever before. Is this the country we want to live in? If we care about inequality, we have to talk about public schools. Robert Verkaik issues a searing indictment of the system originally intended to educate the most underprivileged Britons, and outlines how, through meaningful reform, we can finally make society fairer for all.

A trenchant analysis of how public education is being destroyed in overt and deceptive ways--and how to fight back "There's no more time for tinkering around the edges." --Betsy DeVos, 2018 "Rethink School" tour Betsy DeVos may be the most prominent face of the push to dismantle public education, but she is in fact part of a large movement that's been steadily gaining power and notching progress for decades--amassing funds, honing their messaging, and crafting policies. While support for public education today is stronger than ever, the movement to save our schools remains fragmented, variable, and voluntary. Meanwhile, those set on destroying this beloved institution are unified, patient, and well-resourced. In A Wolf at the Schoolhouse Door, Jennifer Berkshire and Jack Schneider, co-hosts of the popular education podcast Have You Heard, lay out the increasingly potent network of conservative elected officials, advocacy groups, funders, and think tanks that have aligned behind a radical vision to unmake public education. They describe the dogma underpinning the work of the dismantlers and how it fits into the current political context, giving readers an up-close look at the policies--school vouchers, the war on teachers' unions, tax credit scholarships, virtual schools, and more--driving the movement's agenda. Finally they look forward, surveying the world the dismantlers threaten to build. As teachers from coast to coast mobilize with renewed vigor, this smart, essential book sounds an alarm, one that should incite a public reckoning on behalf of the millions of families served by the American educational system--and many more who stand to suffer from its unmaking.

In the wake of the U.S. Supreme Court's decision upholding the constitutionality of public funding for private religious schools, the debate over private school vouchers has intensified. At the

same time, the federal No Child Left Behind Act has put new emphasis on choice within the public school system. The debate no longer centers around whether we should have more choice in education, but whether choice should occur within public schools or extend to private schools. What are the advantages and disadvantages of each approach? This volume is a compilation of articles, papers, and discussions on public school choice and private school vouchers. Contributors include Christopher Edley of Harvard Law School; former New York Times education editor Edward B. Fiske; Richard Just of the American Prospect; Helen F. Ladd of Duke University; Gordon MacInnes of the New Jersey Department of Education; Eliot Minberg of People for the American Way; Sean Reardon of Pennsylvania State University; Brent Staples of the New York Times; Adam Urbanski of the American Federation of Teachers; Amy Stuart Wells of Columbia; John Yun of Harvard; and, from The Century Foundation, Thad Hall, Richard D. Kahlenberg, Richard C. Leone, Ruy Teixeira, and Bernard Wasow.

Games obsessed the Victorian and Edwardian public schools. The obsession has become widely known as athleticism. When it appeared in 1981, this book was the first major study of the games ethos which dominated the lives of many Victorian and Edwardian public schoolboys. Written with Professor Mangan's customary panache, it has become a classic, the seminal work on the social and cultural history of modern sport.

The American Dream and the Public Schools examines issues that have excited and divided Americans for years, including desegregation, school funding, testing, vouchers, bilingual education, and ability grouping. While these are all separate problems, much of the contention over them comes down to the same thing--an apparent conflict between policies designed to promote each student's ability to succeed and those designed to insure the good of all students or the nation as a whole. The authors show how policies to promote individual success too often benefit only those already privileged by race or class, and often conflict with policies that are intended to benefit everyone. They propose a framework that builds on our nation's rapidly changing population in order to help Americans get past acrimonious debates about schooling. Their goal is to make public education work better so that all children can succeed.

Private schools always provide a better education than public schools. Or do they? Inner-city private schools, most of which are Catholic, suffer from the same problems neighboring public schools have including large class sizes, unqualified teachers, outdated curricula, lack of parental involvement and stressful family and community circumstances. Straightforward and authoritative, All Else Equal challenges us to reconsider vital policy decisions and rethink the issues facing our current educational system.

In an era of dwindling fiscal support for public schools, increasing federal mandates, and additional local budget requirements, educational leaders must be able to articulate sound finance theory and application. Designed for aspiring school leaders, this text presents the realities of school finance policy and issues, as well as the tools for formulating and managing school budgets. The authors move beyond coverage found in other texts by providing critical analysis and unique chapters on misconceptions about school finance; fiscal capacity, fiscal effort, adequacy, and efficiency; demographic issues; and spending and student achievement. Examining local, state, and federal education spending, this text gives readers the foundation to understand school finance and knowledgeably educate colleagues, parents, and other stakeholders about its big-picture issues, facts, and trends. The new edition of American Public School Finance will help educational leaders at all stages of their careers become informed advocates for education finance practice and reform. New in this edition: Expanded coverage on school choice Discussion of new standards and law Updated exploration of student demographics and its impact on learning Advanced pedagogical features such as connections to the latest Professional Standards for Educational Leaders (PSEL), Focus Questions, Case Studies, and Chapter Questions/Assignments Complementary electronic resources designed to deepen and extend the topics in each chapter and to provide instructors with lecture slides and other teaching strategies.

This text presents a comparative, cross-cultural analysis of the legal status of religion in public education in eighteen different nations while offering recommendations for the future improvement of religious education in public schools. Offering rich, analytical insights from a range of renowned scholars with expertise in law, education, and religion, this volume provides detailed consideration of legal complexities impacting the place of religion and religious education in public education. The volume pays attention to issues of national and international relevance including the separation of the church and state; public funding of religious education; the accommodation of students' devotional needs; and compulsory religious education. The volume thus highlights the increasingly complex interplay of religion, law, and education in diverse educational settings and cultures across developing and developed nations. Providing a valuable contribution to the field of religious secondary education research, this volume will be of interest to researchers, academics, and educators with an interest in religion and law, international and comparative education, and those involved with educational policy at all levels. Those more broadly interested in moral and values education will also benefit from the discussions the book contains.

To many in the United Kingdom, the British public school remains the disliked and mistrusted embodiment of privilege and elitism. They have educated many of the country's top bankers and politicians over the centuries right up to the present, including the present Prime Minister. David Turner's vibrant history of Great Britain's public schools, from the foundation of Winchester College in 1382 to the modern day, offers a fresh reappraisal of the controversial educational system. Turner argues that public schools are, in fact, good for the nation and are presently enjoying their true "Golden Age," countering the long-held belief that these institutions achieved their greatest glory during Great Britain's Victorian Era. Turner's engrossing and enlightening work is rife with colorful stories of schoolboy revolts, eccentric heads, shocking corruption, and financial collapse. His thoughtful appreciation of these learning establishments follows the progression of public schools from their sometimes brutal and inglorious pasts through their present incarnations as vital contributors to the economic, scientific, and political future of the country.

It's often said a child's lifelong love of reading begins at home. But declining literacy rates among the nation's public elementary school students suggests this maxim needs revision. For reading to become an everyday habit, it needs to be nurtured in a home of its own. Fortunately, there is space available inside most elementary schools. At just 5 percent of a school's total real estate, the school library is the most powerful and efficient way to reach 100 percent of the student body. But far too many of the nation's public school libraries lack even the most basic resources to support learning and encourage achievement. The nonprofit L!brary Initiative, created by the Robin Hood Foundation, has been working since 2001 to enhance student literacy and overall academic achievement by collaborating with school districts to design, build, equip, and staff new elementary school libraries. The L!brary Book takes readers behind the scenes of

fifty groundbreaking library projects to show how widely varied fields and communities—corporate underwriters, children's book publishers, architects, graphic designers, product manufacturers, library associations, teachers, and students—can join forces to make a difference in the lives of children. Based on the premise that good library design can actually inspire learning, the L!brary Initiative brings together some of the world's leading architects to reimagine the elementary school libraries in New York City—the nation's largest public school system. Working on a pro bono basis, architecture firms—including 1100 Architects, Weiss/Manfredi Architects, Della Valle Bernheimer, Tod Williams Billie Tsien Architects, and Dean/Wolf Architects—have in just eight years built or transformed more than fifty libraries into vital resources for the whole school community. These libraries—both beautiful learning spaces and innovative architecture—feature a wide range of design solutions, including creative uses of space, color, lighting, and furniture. Author and former L!brary Initiative director Anooradha Iyer Siddiqi documents every project with beautiful photos as well as renderings and measured drawings. The L!brary Book concludes with the chapter How to Make a Library which shows how community organizers and architects can pursue similar initiatives in their own communities.

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