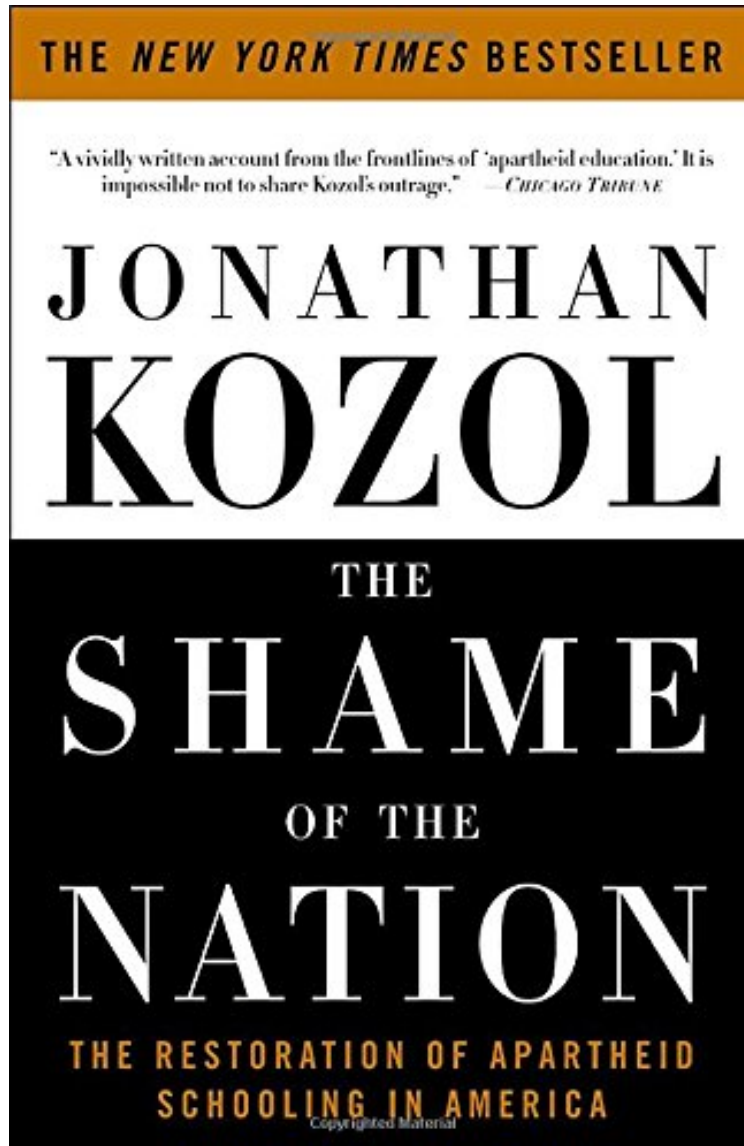


The Shame of the Nation: The Restoration of Apartheid Schooling in America

Jonathan Kozol

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Jonathan Kozol : The Shame of the Nation: The Restoration of Apartheid Schooling in America before purchasing it in order to gage whether or not it would be worth my time, and all praised The Shame of the Nation: The Restoration of Apartheid Schooling in America:

0 of 0 people found the following review helpful. Eye opening and painful to read, but so important to understandBy

Cliff W KingKozol explores the issue of segregation in America's public schools. Kozol is entirely self-aware and explores the opposition to all of his points. He logically and civilly describes his view point thoroughly and convinces the reader of this complete "shame" in our country. 1 of 1 people found the following review helpful. MUST READ, IF YOU CAN HANDLE THE TRUTH!!!By katarinaThis book made me cry because it itemizes the very real, and very current divergence in the learning experiences between differing races of American children. Kozol has been an educator, researcher, author, and speaker for many years. His bleak look at the educational disparities between the opportunities for children of color and white children will break your heart. His irrefutable data back up his claims that we REALLY MUST do something differently within our public educational system to bring parity to all children. 0 of 0 people found the following review helpful. I don't agree with everything in the book, but ...By KerriI don't agree with everything in the book, but it was enlightening for sure. It really changed the way I viewed public education and other public services in America. We have a long way to go.

Since the early 1980s, when the federal courts began dismantling the landmark ruling in *Brown v. Board of Education*, segregation of black children has reverted to its highest level since 1968. In many inner-city schools, a stick-and-carrot method of behavioral control traditionally used in prisons is now used with students. Meanwhile, as high-stakes testing takes on pathological and punitive dimensions, liberal education has been increasingly replaced by culturally barren and robotic methods of instruction that would be rejected out of hand by schools that serve the mainstream of society. Filled with the passionate voices of children, principals, and teachers, and some of the most revered leaders in the black community, *The Shame of the Nation* pays tribute to those undefeated educators who persist against the odds, but directly challenges the chilling practices now being forced upon our urban systems. In their place, Kozol offers a humane, dramatic challenge to our nation to fulfill at last the promise made some 50 years ago to all our youngest citizens.

From Publishers WeeklyPublic school resegregation is a "national horror hidden in plain view," writes former educator turned public education activist Kozol (*Savage Inequalities*, *Amazing Grace*). Kozol visited 60 schools in 11 states over a five-year period and finds, despite the promise of *Brown v. Board of Education*, many schools serving black and Hispanic children are spiraling backward to the pre-*Brown* era. These schools lack the basics: clean classrooms, hallways and restrooms; up-to-date books in good condition; and appropriate laboratory supplies. Teachers and administrators eschew creative coursework for rote learning to meet testing and accountability mandates, thereby "embracing a pedagogy of direct command and absolute control" usually found in "penal institutions and drug rehabilitation programs." As always, Kozol presents sharp and poignant portraits of the indignities vulnerable individuals endure. "You have all the things and we do not have all the things," one eight-year-old Bronx boy wrote the author. In another revealing exchange, a cynical high school student tells his classmate, a young woman with college ambitions who was forced into hair braiding and sewing classes, "You're ghetto-so you sew." Kozol discovers widespread acceptance for the notion that "schools in ghettoized communities must settle for a different set of academic and career goals" than schools serving middle- and upper-class children. Kozol tempers this gloom with hopeful interactions between energetic teachers and receptive children in schools where all is not lost. But these "treasured places" don't hide the fact, Kozol argues, that school segregation is still the rule for poor minorities, or that Kozol, and the like-minded politicians, educators and advocates he seeks out, believe a new civil rights movement will be necessary to eradicate it. Copyright © Reed Business Information, a division of Reed Elsevier Inc. All rights reserved. From Bookmarks MagazineKozol has been one of the most relentless critics of educational and social inequalities in the United States. After 40 years, neither his energy nor his outrage appears to be exhausted. In turning his gaze to school segregation, he discovers what should be obvious to anyone who has spent time in public schools—they are more segregated than ever. Kozol's research and reporting is so extensive that no one can challenge his conclusions: Separate is indeed unequal, and as a society we are robbing successive generations of poor, minority children of their only lifeline out of poverty. Kozol is, unfortunately, better at diagnosing the problem than prescribing a solution, but his optimism remains untempered. Copyright © 2004 Phillips Nelson Media, Inc. From BooklistRespected author Kozol delivers a scathing indictment of public education and the public policy that preserves inequities along race and class lines--producing, in effect, an apartheid educational system. Drawing on his experiences as a teacher in the 1960s and his 40 years spent working with children in inner-city schools, Kozol has a masterful overview of the public school system. For this book, he visited 60 schools in 30 districts in 11 states over a five-year period, gaining access to students and their teachers and parents, penetrating their thoughts, feelings, and circumstances. Within public school systems, wealthy parents have carved out niches of privilege for their children, pouring in funds to support supplemental programs in schools that are predominantly white. In contrast, schools populated by minority and low-income children suffer appalling physical conditions, inexperienced teachers, inadequate resources, and a curriculum so obsessed with accountability and behavior control that it takes the heart and soul out of teaching and learning. Kozol examines the nation's long and troubled history of relegating minority students to the worst schools and the disheartening and growing influence of American business on these schools,

which slot children to training for low-status jobs and careers. Lamenting that the nation has given up on integration without ever having tried it, Kozol advocates another civil rights movement to reenergize the struggle for desegregation. Readers interested in public education will appreciate--and be challenged by--this compelling book.

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