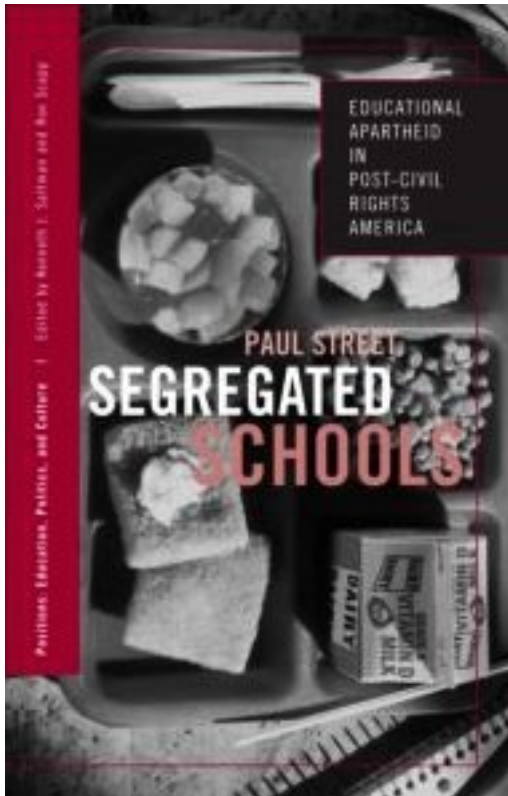


Segregated Schools



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著者:Street, Paul

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Fifty years after the U.S. Supreme Court ruled that 'separate but equal' was 'inherently unequal', Paul Street, a prominent author in the field, argues that little progress has been made to meaningfully reform America's schools. He considers the racial make-up of today's schools as a state of de facto apartheid. With an eye to the historical development of segregated education, Street examines the current state of school funding as a major source of today's educational inequities, but argues that unequal funding is not to be mistaken for the sole cause of unequal schools. While highlighting

the problems with America's attempts at racial integration in education, this book provides a model relevant to readers around the world for how racial justice can be achieved. Providing a wealth of numerical and statistical information, and a widely readable discussion of timely desegregation topics, this book investigates: disparities in teacher quality and teacher stability; the curriculum; classroom supplies and facilities; student-teacher ratios; and teachers' expectations for students and students' expectations for themselves.

作者介绍:

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