

EDUCATION FOR WHOM?

THE QUESTION OF EQUAL
EDUCATIONAL OPPORTUNITY

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and Emanuel Hurwitz, Jr.



Education For Whom The Question Of Equal Educational Opportunity

**United States. Congress. Senate.
Select Committee on Equal
Educational Opportunity**

Education For Whom The Question Of Equal Educational Opportunity:

Education for Whom? Charles A. Tesconi, Emanuel Hurwitz, 1974 **Education for Whom? The Question of Equal Educational Opportunity [by] Charles A. Tesconi, Jr. [and] Emanuel Hurwitz, Jr** Charles A. Tesconi, 1974

Education, Justice and the Human Good Kirsten Meyer, 2014-05-16 The education system is faced with many demands of justice What these demands imply and how they are justified is however disputed In this book international contributors present cutting edge research to discuss the relationship between educational justice and the value of education By combining reflections on educational justice with reflections on the human good and the aims of education the book reveals that it is not enough to assess certain patterns of distribution the value of what is to be distributed must also be clarified In this respect deliberations about the value of education have to play an integral part in giving an account of educational justice Questions addressed in the volume include In what sense should justice fairness and equality be realised in the education system How is educational equality related to equality of opportunity Is the main concern that everyone should be educated equally well or just well enough **Education Justice and the Human Good** discusses the positional value of education and its relation to educational justice emphasising that education is valuable not only for competitive reasons but in its contribution to human flourishing The book will appeal to those from the field of the philosophy of education as well as applied political philosophy from undergraduates to professional academics Resources in Education , 1998 **Equal Educational Opportunity** United States. Congress. Senate. Select Committee on Equal Educational Opportunity, 1971

Toward Equal Educational Opportunity United States. Congress. Senate. Select Committee on Equal Educational Opportunity, 1974 *Noyola V. Board of Education of the City of Chicago* , 1996 **Handbook of Equality of Opportunity** , 2024-07-12 This Handbook provides an authoritative exposition of equality of opportunity It presents the different concepts most commonly associated with equality of opportunity and discusses the many problems dominating the controversies on equality of opportunity at the theoretical policy or practical level The chapters give a concise exposition of the different conceptions and basic concepts of equal opportunities They clarify variables that are part of the algorithm of equal opportunities e g opportunity equality non discrimination fairness responsibility chance and choice excellence qualifications effort talent merit desert inequality and risk The idea of equality of opportunity has traditionally been associated with a set of largely unquestioned ideals and over the last 50 years it has been at the very centre of the major progressive social changes and firmly entrenched in political rhetoric Yet the idea of equality of opportunity is far from unquestionable or unproblematic as the only solid assumption different conceptions have in common is their rejection of fixed social relations but not hierarchy itself Disagreements over the fundamental principles criticism over the inefficiency of policies aiming to ensure equal opportunities and objections to their unfairness all pose questions that current conceptions answer in different ways This Handbook examines a wide variety of questions about issues of motivation procedures genealogy taxonomy and

compensation Educating for Clerical Work Janice Harriet Weiss,1978 **Selected Court Decisions Relating to Equal Educational Opportunity** United States. Congress. Senate. Select Committee on Equal Educational Opportunity,1972
Student Aid and the Cost of Postsecondary Education Jay Noell,1991 **Handbook of Philosophy of Education**
 Randall Curren,2022-10-26 The Handbook of Philosophy of Education is a comprehensive guide to the most important questions about education that are being addressed by philosophers today Authored by an international team of distinguished philosophers its thirty five chapters address fundamental timely and controversial questions about educational aims justice policy and practices Part I Fundamental Questions addresses the aims of education authority to educate the roles of values and evidence in guiding educational choices and fundamental questions about human cognition learning well being and identity Part II Virtues of Mind and Character is concerned with the educational formation of personal attributes that are often seen as essential to flourishing individuals and societies This section includes chapters on the cultivation of intellectual and character virtues the nature and formation of expertise Stoic virtues and intellectual vices Part III Education and Justice addresses fundamental and emerging issues of educational justice from equal educational opportunity racial domination and linguistic justice in education to educational problems of mass migration global educational justice the education of working children around the world and the costs of higher education and upward mobility Part IV Educational Practices addresses controversial aspects of contemporary education pedagogical curricular and managerial practices that deserve careful examination These include controversies surrounding free speech and instruction in controversial issues anti racist sustainability and sex education and the unfulfilled promises and demoralizing impact of high stakes accountability schemes The format and jargon free writing in this volume ensure that topics are interesting and accessible helping facilitate the work of advanced students and professionals in Education Democracy and the Welfare State Amy Gutmann,2020-09-01 The essays in this volume explore the moral foundations and the political prospects of the welfare state in the United States Among the questions addressed are the following Has public support for the welfare state faded Can a democratic state provide welfare without producing dependency on welfare Is a capitalist or socialist economy consistent with the preservation of equal liberty and equal opportunity for all citizens Why and in what ways does the welfare state discriminate against women Can we justify limiting immigration for the sake of safeguarding the welfare of Americans How can elementary and secondary education be distributed consistently with democratic values The volume confronts powerful criticisms that have been leveled against the welfare state by conservatives liberals and radicals and suggests reforms in welfare state programs that might meet these criticisms The contributors are Joseph H Carens Jon Elster Robert K Fullinwider Amy Gutmann Jennifer L Hochschild Stanley Kelley Jr Richard Krouse Michael McPherson J Donald Moon Carole Pateman Dennis Thompson and Michael Walzer **Philosophy of Education: Society and education** Hirst, Paul Heywood Hirst,Patricia White,1998 **International Library of the Philosophy of Education** Charles Bailey,2021-07-09

International Library of the Philosophy of Education reprints twenty four distinguished texts published in this field over the last half century and includes works by authors such as Reginald D Archambault Charles Bailey Robin Barrow Norman J Bull D E Cooper R F Dearden Kieran Egan D W Hamlyn Paul H Hirst Glenn Langford D J O Connor T W Moore D A Nyberg R W K Paterson R S Peters Kenneth A Strike I A Snook John and Patricia White and John Wilson Themes discussed include Liberal education moral education the aims of education the education of teachers adult continuing education and the philosophical analysis of education

Philosophical Perspectives on Moral and Civic Education Colin Macleod, Christine Tappolet, 2019-04-29 Many people place great stock in the importance of civic virtue to the success of democratic communities Is this hope well grounded The fundamental question is whether it is even possible to cultivate ethical and civic virtues in the first place Taking for granted that it is possible at least three further questions arise What are the key elements of civic virtue How should we cultivate these virtuous dispositions And finally how should schools be organized in order to make the education of citizen possible These interrelated questions are the focus of this collection By considering these questions from a variety of philosophical perspectives ranging from moral psychology philosophy of education and political philosophy the nine essays assembled here advance our understanding of the challenges we face in trying to shape children to be virtuous citizens

Toward Equal Educational Opportunity United States. Congress. Senate. Select Committee on Equal Educational Opportunity, 1972 Department of Education Organization Act United States. Congress. House. Committee on Government Operations. Legislation and National Security Subcommittee, 1979

The Gender Question In Education Ann Diller, 2018-10-08 In this innovative book four prominent philosophers of education introduce readers to the central debates about the role of gender in educational practice policymaking and theory More a record of a continuing conversation than a statement of a fixed point of view The Gender Question in Education enables students and practicing teachers to think through to their own conclusions and to add their own voices to the conversation Throughout the authors emphasize the value of a gender sensitive perspective on educational issues and the relevance of an ethics of care for educational practice Among the topics discussed are feminist pedagogy gender freedom in public education androgyny sex education multiculturalism the inclusive curriculum and the educational significance of an ethics of care The multiauthor dialogic structure of this book provides unusual breadth and cohesiveness as well as a forum for the exchange of ideas making it both an ideal introduction to gender analysis in education and a model for more advanced students of gender issues

Part 3, Bilingual Education United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education, 1977

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