



Education And The Presidency

**National Education Association of the
United States**



Education And The Presidency:

The Presidency and Education Kenneth W. Thompson, 1990 **American Presidents and Education** Maurice R. Berube, 1991-06-30 The role of the president of the United States in regard to education changed significantly following the end of World War II As the U S economy became more sophisticated and the country emerged as the dominant technological and world power the demand for an educated work force increased In this work Maurice R Berube offers the first comprehensive analysis of the involvement of American presidents in educational policy tracing the efforts of administrations from Washington to Bush and chronicling the national and international pressures to shape educational policies that have characterized the post World War II era Berube s work takes the form of a policy study as he analyzes presidential programs in education the reasons for their implementation and their correlation to national educational outcomes Beginning with the birth of the presidency he examines successful programs that had a considerable impact and less successful efforts that were significant either ideologically or as forerunners of future policies The constitutional constraints of the president s role in education are explored as well as recent developments including the corporate presidency and the rhetorical presidency Among the other issues addressed are education and the economy and the federal and state constitutions views of a right to education This work will be a unique and valuable resource for students of presidential history the politics of education and contemporary issues in education as well as an important addition to public and academic library collections **Education and the Presidency** Chester Evans Finn, 1977 **Education and the Presidency** ,1977 *Presidents, Congress, and the Public Schools* Jack Jennings, 2015-03-01 April 2015 marks the fiftieth anniversary of the Elementary and Secondary Education Act ESEA the landmark legislation that has provided the foundation of federal education policy in the United States In Presidents Congress and the Public Schools longtime policy analyst Jack Jennings examines the evolution of federal education policy and outlines a bold and controversial vision for its future Jennings brings an insider s knowledge to this account offering a vivid analysis of federal efforts in the education arena and revealing some of the factors that shaped their enactment His rich descriptions and lively anecdotes provide pointed lessons about the partisan climate that stymies much federal policy making today After assessing the impacts of Title I and NCLB and exploring the variety of ways that the federal government has intervened in education Jennings sets forth an ambitious agenda for reframing education as a federal civil right and ensuring that every child has the opportunity to learn Letters to a Serious Education President Seymour B. Sarason, 2005-12-08 Letters to a Serious Education President provides sound advice for what it would take to provide all students in the United States with a high quality education There is wisdom and profound insights about how to improve public education in these letters and of course Sarason offers lots of common sense Pedro Noguera Professor The Steinhardt School of Education New York University Letters to a Serious Education President underscores the brilliance of Sarason s observations about what is and continues to be missing in how we conceptualize and hence implement schooling in our

society Indeed Sarason is calling for a different education one that enlivens the curiosity and lifelong learning of all children and their teachers Rhona Weinstein Professor University of California Berkeley In this new edition of his original insightful collection of letters to the first president of the 21st century education luminary Seymour B Sarason details how school reformers still have difficulty examining the differences between contexts of productive and unproductive learning Originally written nearly 13 years ago these letters are even more relevant in today s era of extreme mandates and accountability measures It is in this context where Sarason s acute insight into why school reforms are failing that we must turn to the fundamental question of how we are teaching and supporting all students Sarason s seemingly simple focus emphasizes that we must start with what and where children are inspiring and encouraging their natural curiosity for learning Detailed within is coverage of An educational agenda beginning with children The need for both repair and prevention in education How classrooms extinguish curiosity Educator preparation program reform School downsizing Dropping out as a response to an uncaring school culture A critique of the No Child Left Behind Act and more Sarason s analysis and powerful letters are packed with humor common sense practical advice and recommendations for reaching students in today s classrooms They distinguish between the typical rhetoric of educational change and the necessary actions that affect present and future generations of students

The White House and Education through the Years M. Scott Norton,2018-05-01 The book sets forth the early developments established by colonial leaders to place public education in the forefront of their new America The ups and downs of the educational perspectives of the many national leaders demonstrate the important issues and problems that have faced and are facing the improvement of public education nationally Although every effort is made to stay clear of the politics that are encountered in educational policy its influence on educational matters such as control funding improvement purpose and availability is readily recognized in the views and contributions of the nation s presidential leaders Although the book is not a history of a president s life or a history of a president s personal education many books have been written on these topics this book focuses on the educational views and personal contributions of the presidents to the maintenance and improvement of K 12 and higher education in America from the colonial period to the present time

Presidential Transition in Higher Education James Martin,James E. Samels,2006-01-04 Zimpher University of Wisconsin Milwaukee Circulars of Information of the Bureau of Education United States. Bureau of Education,United States. Office of Education,1893 The Journal of Education ,1915

Presidents, Congress, and the Public Schools John F. Jennings,2015 In Presidents Congress and the Public Schools longtime policy analyst Jack Jennings examines the evolution of federal education policy and outlines a bold and controversial vision for its future He assesses the impacts of Title I and NCLB and explores the variety of ways that the federal government has intervened in education He concludes by setting forth an ambitious national agenda to ensure that every child has the opportunity to learn No one knows more about ESEA and especially Title I than Jack Jennings Here he tells a remarkably unbiased informed and crisp story about the

politics battles and decisions made by Congress over the past fifty years As Jennings makes clear the story is not over His conclusions propose a new and important course for Congress Marshall Mike Smith former under secretary U S Department of Education Jennings has written an admirably bold proposal for overhauling the federal role in K 12 education with an eye to both student learning and equity Arguing that NCLB has not lived up to its promise he presents a blueprint for an improved balance in the federal state relationship one providing flexibility and accountability His ideas merit serious attention and debate Elizabeth DeBray professor of educational administration and policy University of Georgia If you agree with everything in this book you probably didn't read it closely But if you don't read it you're missing a unique account of federal education policy from someone who was in the middle of it for decades Jennings offers a concise history and some ideas about new directions that show what federal education policy has accomplished and how much work remains Andrew J Rotherham cofounder and partner Bellwether Education Only Jack Jennings could have written this unique and important account of federal involvement in education Presidents Congress and the Public Schools is a must read contribution to American education policy that will stimulate important conversations about our future Gene Wilhoit founder and executive director Center for Innovation in Education and partner Student Achievement Partners Jack Jennings is the founder and former CEO of the Center on Education Policy He served for twenty seven years as a subcommittee staff director and then as general counsel for the U S House of Representatives Committee on Education and Labor Michael J Feuer is the dean and professor of education at The George Washington University and president of the National Academy of Education

State Departments of Education, State Boards of Education, and Chief State School Officers Sam P. Harris, 1973 The Journal of the National Education Association National Education Association of the United States, 1921 *Virginia Journal of Education*, 1913 *Elementary and Secondary Education Act of 1966* United States. Congress. Senate. Committee on Labor and Public Welfare. Subcommittee on Education, 1966

Ministries of Education Kathryn Gladys Heath, 1962

Elementary and Secondary Education Act of 1966, Hearings Before the Subcommittee on Education United States. Congress. Senate. Committee on Labor and Public Welfare, 1966 The Indian Social Reformer, 1922

Minnesota Journal of Education, 1927 *The Education of a College President* James Rhyne Killian, 1985 The Education of a College President is a personal account of the author's association with M I T for sixty years as student editor and administrative officer including his service as President from 1948 to 1959 and as Chairman of the Corporation Interwoven with this account of an unusual career at one of the world's leading science based universities is the story of Killian's excursions into the public sector as the nation's first full time presidential science adviser when NASA and our national space program were created and Eisenhower began initial efforts to ban atmospheric nuclear tests and to encourage disarmament Attention is also paid to his role as the father of public television In his memoir Killian shows how M I T grew from an engineering school offering technical courses to undergraduates into a research university of a unique kind with a

new focus on developing better links between the two cultures of science and the humanities He provides an inside report on the major events and policies of his administration the establishment of a School of Humanities and Social Science the rationale for the later formation of a School of Management and many improvements in the Institute s environment Following his student days at M I T Killian joined the staff and later became editor of the institute s alumni journal Technology Review In 1939 he became President Karl T Compton s Executive Assistant He became Vice President of the Institute in 1943 President in 1948 and Chairman of the Corporation in 1959 James R Killian has received numerous awards including the Public Welfare Medal of the National Academy of Sciences the first Vannevar Bush Award of the National Science Board the Hoover Medal one earned degree S B and thirty nine honorary degrees He is the author of Sputnik Scientists and Eisenhower and coauthor with Harold E Edgerton of Moments of Vision both published by The MIT Press

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