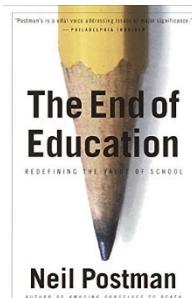


Books that inform my education writing – D R A F T

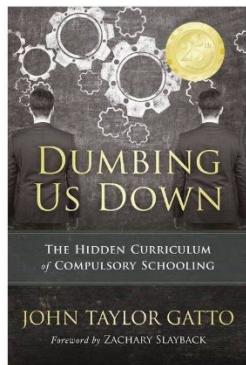
I. Gold Standard Thinkers



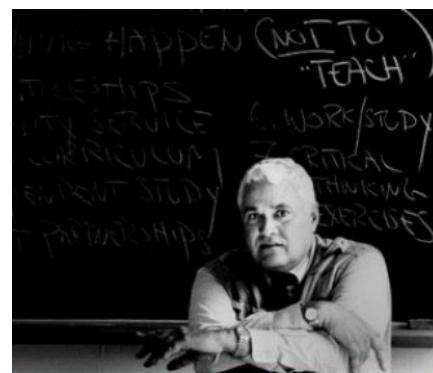
The End of Education: Redefining the Value of School

by Neil Postman

1996



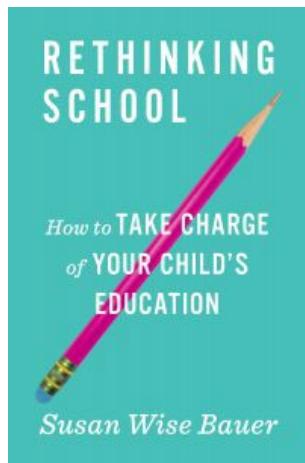
JOHN TAYLOR GATTO was a schoolteacher for 30 years. He resigned in the op-ed pages of *The Wall Street Journal* upon receiving the New York State Teacher of the Year award. He has been a fierce advocate for self directed guerrilla education for decades, and is also the author of *Weapons of Mass Instruction* and *The Underground History of American Education*



A Different Kind of Teacher

Reflections on the Bitter Lessons of American Schooling

John Taylor Gatto



Rethinking School: How to Take Charge of Your Child's Education Hardcover – January 9, 2018

By: Susan Wise Bauer

Wise-Bauer is a leader of the modern homeschool movement. Homeschooled by her parents, she studied languages and the classics and eventually became a professor at the College of William & Mary. She co-wrote *The Well-Trained Mind* which is a comprehensive guidebook on classical education through homeschooling – that book was my Bible while I homeschooled my son for 1-5th grade.

Publisher's Note: In *Rethinking School*, Wise Bauer offers a detailed look at how modern schooling can be a mismatch for student's needs. For those with a disability, a developmental delay, or giftedness, the structure of age-based classes focused on a single way of understanding and behaving may not work.



Ken Robinson, 2015

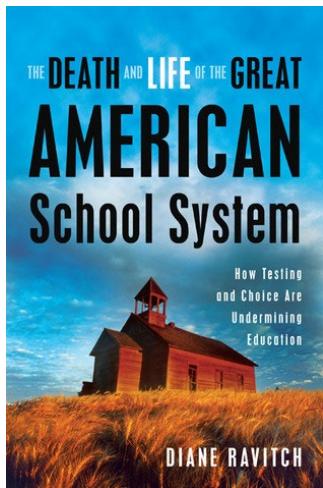
New York Times bestselling author of *The Element*

Ken Robinson
and Lou Aronica

Creative Schools

The Grassroots Revolution That's Transforming Education

II. Test wars and school reform



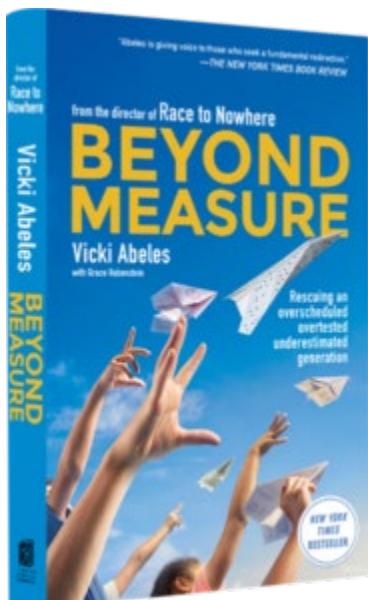
The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education

By Diane Ravitch- 2010

The LA Times writes:

“Diane Ravitch, probably this nation’s most respected historian of education” [was an advocate and architect of] “rigorous national academic standards.” ... “Ravitch became increasingly concerned ‘that accountability, now a shibboleth that everyone applauds, had become mechanistic and even antithetical to good education.’” ... “As President Obama and

his education secretary, Arne Duncan, embrace charter schools and testing, picking up just where, in her opinion, the George W. Bush administration left off, *The Death and Life of the Great American School System* may yet inspire a lot of high-level rethinking.”



Beyond Measure:

**Rescuing an Overscheduled, Overtested,
Underestimated Generation**
By Vicki Abeles 2015

*Abeles is a lawyer, and a mother of three. “Her documentary *Race to Nowhere* hit a nerve with its vivid portrayal of today’s broken education system. Her second film, *Beyond Measure*, about the groundbreaking leaders transforming schools for the better, premieres in 2015. She lives in the San Francisco area with her family.”*

THE
IMPORTANCE
of BEING LITTLE



WHAT PRESCHOOLERS
REALLY NEED
FROM GROWNUPS

ERIKA CHRISTAKIS

The Importance of Being Little (2016)

By: Erika Christakis, *lecturer in the Edward Zigler Center in Child Development and Social Policy and associate master, Silliman College, Yale University*

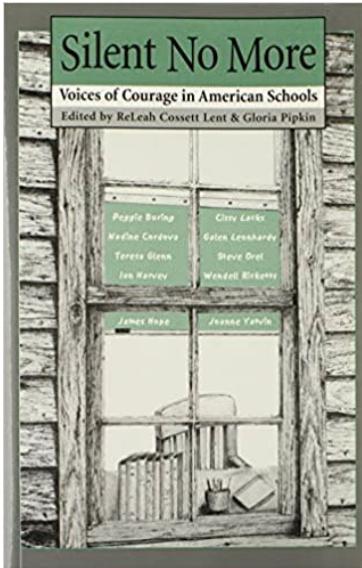
Publisher's Notes: "According to Erika Christakis, little children come into the world "hardwired" to learn in virtually any setting and about any matter. Yet in today's preschool and kindergarten classrooms, ...learning has been reduced to scripted lessons and suspect metrics that too often undervalue a child's intelligence while overtaxing the child's growing brain."

My comments: Christakis was a preschool teacher and is now pushing for reform. She's observed there is a huge disconnect what schools say they are doing and what's actually happening in the classroom. She is willing to say the truth about the poor quality of teachers:

"There's a truth few policy makers will admit: the standards are designed not only for benefit of children but to mask the ugliness of a status quo of low-paid and poorly qualified early childhood teachers."

"If a large number of early childhood teachers are unable to manage classroom without being supplied curriculum timed to last 60 seconds, we have a serious problem that needs addressing through better education, better training and apprenticeship, and much better pay to attract and retain higher-quality teachers."

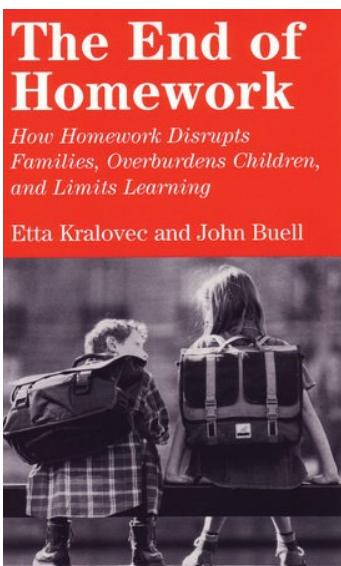
[We've dumped the problem of poorly trained and poorly paid teachers onto children, which is] "as unfair as it is foolish."



Silent No More: Voices of Courage in American Schools

by [ReLeah Cossett Lent](#) (Author), [Gloria Pipkin](#) (Author) 2003

Frightening stories told in first person accounts by teachers who were harassed and threatened by corrupt and criminal administrators. Several were teachers who tried to tell the truth about flawed standardized test questions and in one case the administration sent a sheriff to her door. Another teacher discovered a school district dismissed 500 students to improve the overall test scores.



The End of Homework

How Homework Disrupts Families, Overburdens Children, and Limits Learning

By [Etta Kralovec](#) and [John Buell](#) - 2001

Publisher's Note: Etta Kralovec and John Buell are educators who dared to challenge one of the most widely accepted practices in American schools. Their provocative argument first published in this book...was the first openly to challenge the gospel of "the more homework the better."

Consider:

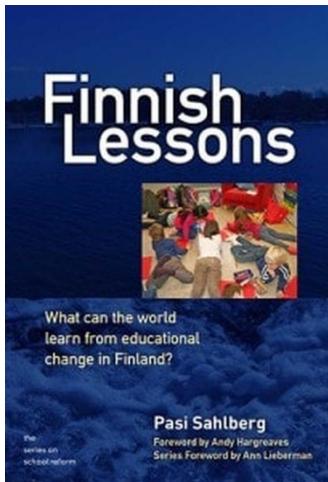
** There are no studies showing that assigning homework before junior high school improves academic achievement.*

** Increasingly, students and their parents are told that homework must*

take precedence over music lessons, religious education, and family and community activities.

** Homework is a great discriminator, effectively allowing students whose families "have" to surge ahead of their classmates who may have less.*

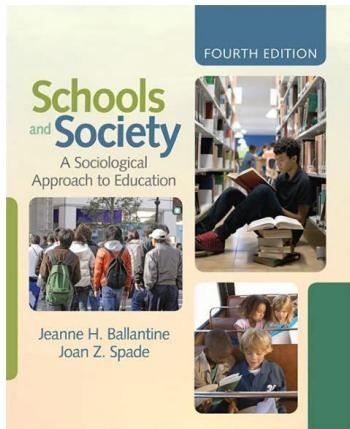
** Backpacks are literally bone-crushing, sometimes weighing as much as the child. Isn't it obvious we're overburdening our kids?*



the **Finnish Lessons: What Can the World Learn from Educational Change in Finland? (The Series on School Reform)** unknown Edition 2011

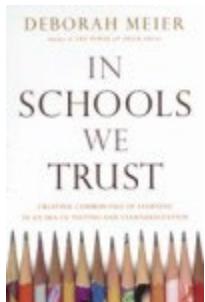
by [Pasi Sahlberg](#) (Author)

Publisher's Note: Finnish Lessons is a first-hand, comprehensive account of how Finland built a world-class education system during the past three decades. The author traces the evolution of education policies in Finland and highlights how they differ from the United States and other industrialized countries. He shows how rather than relying on competition, choice, and external testing of students, education reforms in Finland focus on professionalizing teachers' work, developing instructional leadership in schools, and enhancing trust in teachers and schools. This book details the complexity of educational change and encourages educators and policymakers to develop effective solutions for their own districts and schools.



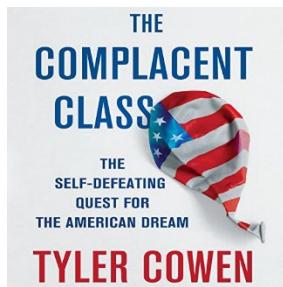
Schools and Society: A Sociological Approach to Education Fourth Edition 2011

by [Jeanne H. Ballantine](#) (Editor), [Joan Z. Spade](#) (Editor)



(2002). *In schools we trust: Creating communities of learning in an era of testing and standardization*. Boston: Beacon Press.

III. Income inequality and separations by socioeconomic class



Books - Tyler Cowen – The Complacent Class 2017

Econ Chair at George Mason

Published in Feb 2017 which essentially means data from 2016 and earlier – the Obama years.

He is building on Ehrenreich's argument – people have become complacent – happy with the status quo and resistant to change, even though they might consider themselves progressive.

"These people might in the abstract like some things to change, they might even consider themselves progressive or even radical politically..."

[But at the end of the day,] "...the complacent class turns its attention back to the very appealing comforts of every day life."

Obama fictions: 2016 Black president on screen doesn't mean going to see more neighbors of a different race than would have decades ago," if you do, much less likely outside of your income class

School segregation: "In a lot of different parts of America, the older culture seems to have been more welcoming of racial integration, and mixing in general, even if direct racial prejudice has in some ways gone down."

"[t]he new segregation becomes the new normal"

"school system choices reflect the true attitudes and priorities of parents"

Blue States more segregated schools than red states:

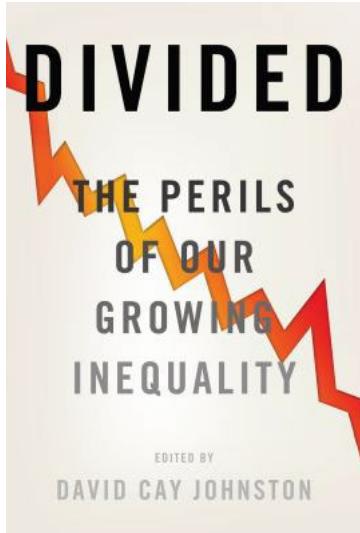
Five most segregated states in one measure of educational segregation (This data sorts by % black students in 90-100% minority schools)

1. New York
2. Illinois
3. Maryland

4. Michigan
5. New Jersey

These are all Blue States. As Cowen comments, "That's hardly whistling Dixie."

Among two of three main measures of race segregation, California is 1st and 3rd worst in the country.



Divided : The Perils of Our Growing Inequality-2014

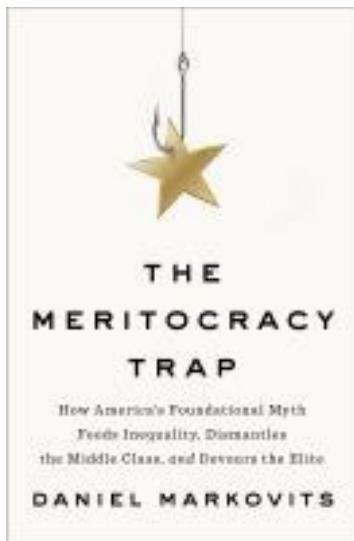
Edited By David Cay Johnston

I saw Johnston speak in 2015. He's an investigative journalist with expertise in economic issues. He's not afraid to tell it like it is. The sections of this book on education were eye opening to me, especially "No rich child left behind" by Sean Reardon, which can be found printed here:

<https://ed.stanford.edu/in-the-media/no-rich-child-left-behind>

See four chapters on education listed here:

EDUCATION	
No Rich Child Left Behind <i>sean f. reardon</i>	123
Achievement Gap <i>Editorial Projects of the Education Research Center</i>	130
Back to School <i>Mike Rose</i>	136
Educational Quality and Equality <i>Linda Darling-Hammond</i>	153



The Meritocracy Trap: How America's Foundational Myth Feeds Inequality, Dismantles the Middle Class, and Devours the Elite

by Markovits, Daniel - 2019

P 26 – academic gap between rich and poor now exceeds gap between black and white in 1954

Tabarrok – Chinese study – transmission of social capital survived the Maoist “corrections”

That's the abstract of [Persistence Despite Revolutions](#) one of Alberto Alesina's last papers (with [Marlon Seror](#), [David Y. Yang](#), [Yang You](#) & [Weihong Zeng](#)). The Economist has a [nice summary](#) with an incredible graph illustrating the basic finding:

Alex Tabarrok 9/2

[NBER](#): Can efforts to eradicate inequality in wealth and education eliminate intergenerational persistence of socioeconomic status? The Chinese Communist Revolution and Cultural Revolution aimed to do exactly that. Using newly digitized archival records and contemporary census and household survey data, we show that the revolutions were effective in homogenizing the population economically in the short run. However, the pattern of inequality that characterized the pre-revolution generation re-emerges today. Almost half a century after the revolutions, individuals whose grandparents belonged to the pre-revolution elite earn 16 percent more income and have completed more than 11 percent additional years of schooling than those from non-elite households. We find evidence that human capital (such as knowledge, skills, and values) has been transmitted within the families, and the social capital embodied in kinship networks has survived the revolutions. These channels allow the pre-revolution elite to rebound after the revolutions, and their socioeconomic status persists despite one of the most aggressive attempts to eliminate differences in the population.

My observations SeaDrift and Berkeley

Schools – lawyer in Salem

Radio in Oakland – some mothers didn't know about lottery the imported wealthy white people spent days and nights manipulating

The Vanishing Middle Class: Prejudice and Power in a Dual Economy

By Peter Temin

(The MIT Press) Hardcover – March 17, 2017

Published in 2017, after 8 years of Obama's administration.

Temin is MIT Prof of Economics.

In Chapter 10, he addresses education

He argues the roots of the problem in public education are related to women having greater job choices since the 1970s, which has **reduced the quality of people entering the teaching profession.**

TEMIN writes about the dual education system – private and public schools in wealthy areas for the wealthy, and lower quality schools for everyone else

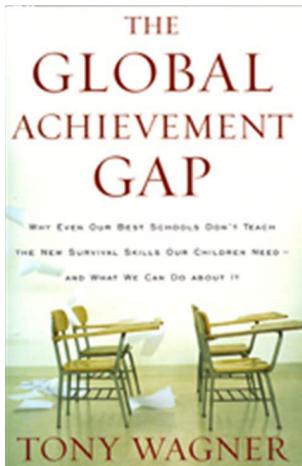
"We had a dual school system based on race before *Brown v Board of Education*; now we have a new dual school system based on class."

Wealthy professionals have options – they can move to suburbs with good schools (expensive) or private schools (only a few dedicated reformers send their kids to urban public schools)

While some wealthy professionals will talk about improving individual schools, they do this without disturbing the current structure of American education.

Reality is American education now split into two separate educational systems

Quality of public school teachers and administrators:



The Global Achievement Gap

By Tony Wagner

2008 Basic Books; 2014 Revised paperback?

Wagner was a high school teacher and principal before earning his doctorate and working for education reform.

One of his biggest concerns is that most high school educators do not feel a sense of urgency for change. He sees course curricula and teaching practices remained same for 50 years or more.

His experience, observations and research lead him to conclude that:

Fewer than 1 in 20 teachers are capable or motivated to present the teaching curriculum with today's testing environment where students actually learn

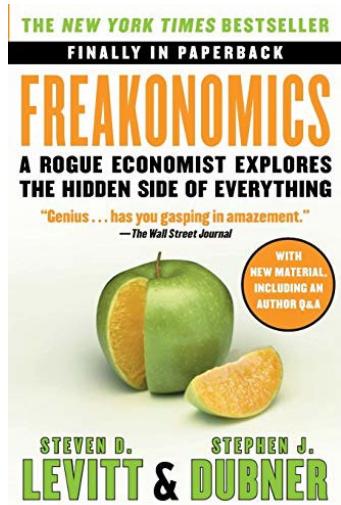
Schools are not "failing" – they are obsolete

The Culture of the Education Profession

Preparation for administrators is “inadequate to appalling”

No one’s looking at what goes on inside the classroom [no auditing]

There’s an “unspoken contract, whereby teacher and principal autonomy remains the preeminent value of the profession.” [Principals leave bad teachers alone]



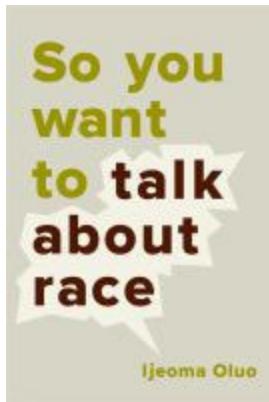
Freakonomics: A Rogue Economist Explores the Hidden Side of Everything Paperback – 2009

By [Steven D. Levitt](#) (Author), [Stephen J Dubner](#) (Author)

Widescale teacher cheating on standardized tests

Data on achievement gap = regression analysis shows which factors make difference

On Obama’s Failed Promises



So You Want to Talk About Race

by [Oluo, Ijeoma](#)

Book Oluo So you want to talk about race

Seal Press 2018

Promises of Obama years fell short

Racial bias of school administrators

Nelson and Lind School to Prison Pipeline Explained

Racial bias of teachers –

“While many in my generation and older had hoped that the election of Obama would signal some realization of those earlier promises, it is our children who have had to inherit all the ways in which those promises fell short.”

Obama “was a centrist” ...

“Try to think how many black policies [Obama] put forth, and you’ll have trouble finding them.”



The Next American Revolution Sustainable Activism for the Twenty-First Century

by Grace Lee Boggs & Scott Kurashige

Foreword by Danny Glover and Afterword with Immanuel Wallerstein

- May 2012
- University of California Press

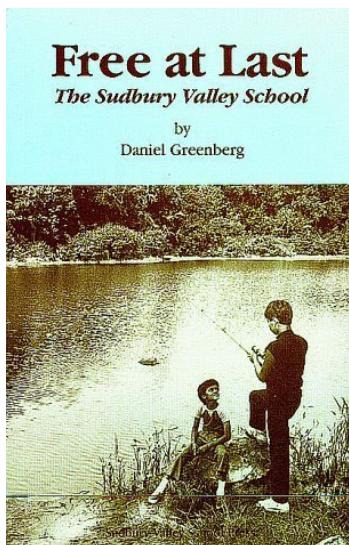
Obama sought to prioritize educational reform by making it a focus of his economic stimulus funding. However, the selection of Arne Duncan as secretary of education means that real change, as Obama said repeatedly during the campaign, will most likely have to come from below. As CEO of Chicago public Schools, Duncan succeeded in raising test scores slightly, but his approach to education is essentially that of the factory manager

<https://www.educationnext.org/lofty-promises-little-change-americas-schools/>

Race to the Top not much more than PR by Obama Administration – priorities not real structural changes

The public imagination is often captured by the *fact of* a federal program, but what matters in a realm as complex as schooling is how programs *actually work*. In 2009 and 2010, proponents embraced Race to the Top as a singular triumph—enthralled by the symbolic statement that reformers had stormed the nation’s capital. Yet, five years on, even a well-wisher can conclude that Race to the Top may have done as much to retard as to advance its laudable goals. The admonition that “it’s not how you start, it’s how you finish” may never be more relevant than when Washington has bold ideas about how to improve America’s schools.

Mixed-Age Learning & Alternative Schooling Models



Free at Last: The Sudbury Valley School- 1987

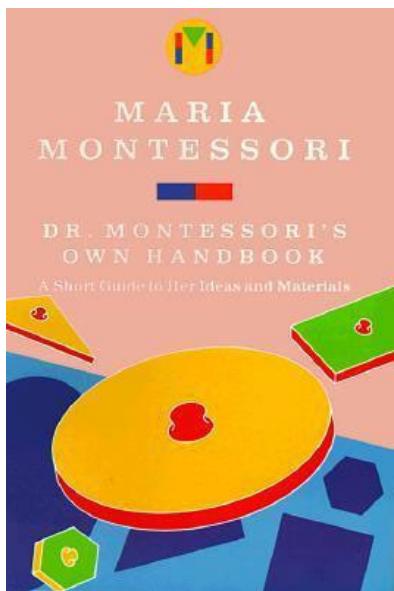
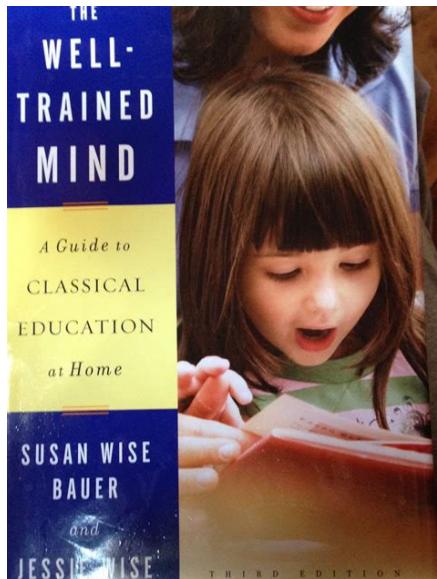
Daniel Greenberg

When my son was in 1st Grade he attended a Farm School modeled after the Sudbury Valley School in this book. Started by a California high school science teacher who withdrew her children from public schools and homeschooled them, she later moved to Oregon and started a school on her farm.

Publisher’s Note: “Age mixing is Sudbury Valley’s secret weapon. I never could make heads or tails of age segregation. People don’t live their lives in the real world separated by age, year by year. Kids don’t all have the same interests or abilities at a particular age.

“Anyway, we soon found out how children mix when they are left to their own devices. They mix. Just like real people. The principle is always the same: if anyone wants to do something, they do it. Interest is what counts. If the activity is on an advanced level, skill counts. A lot of little kids are much more skillful than older ones at a lot of things.

"When the skills and rate of learning aren't all on the same level, that's when the fun begins. The kids help each other. They have to, otherwise the group as a whole will fall behind. They want to, because they are not competing for grades or gold stars. They like to, because it's terribly satisfying to help someone else and succeed at it. And it's terribly pleasing to watch. Everywhere you turn at school, age mixing confronts you."



Dr. Montessori's Own Handbook- 1914

[Maria Montessori](#)

A TWADDLE-FREE EDUCATION

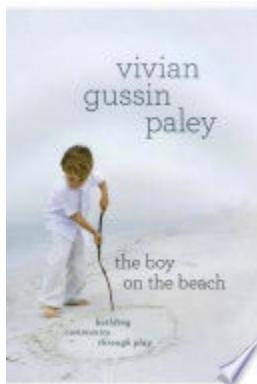


AN INTRODUCTION TO CHARLOTTE
MASON'S TIMELESS EDUCATIONAL IDEAS

DEBORAH
TAYLOR-HOUGH

A Twaddle-Free Education: An Introduction to Charlotte Mason's Timeless Educational Ideas Paperback – April 23, 2015

by [Deborah Taylor-Hough](#) (Author)



The Boy on the Beach

Building Community through Play

Vivian Gussin Paley 2014

A beautiful book for the Kindergarten years, showing how allowing free play allows us to observe and honor the interactions of children with the world and each other. Children can be guided to respect each other. I saw this at the Farm School my son attended periodically in Kindergarten and First Grade. For example, each morning the mixed-age group of children gathered to observe the baby pollywogs. The patient pre-school teacher would sit and watch with them. As students offered comments or asked questions, she would model praising other people's ideas, and respecting and listening to each other.

Project-based Homeschooling: Mentoring Self-directed Learners



One of the primary problems with traditional schools are the way they artificially split up the day, never allowing a child time to absorb themselves in any topic. Kids are rushed through the day from subject to subject to subject to subject. This is not how people learn.

[Lori McWilliam Pickert](#)

Lori McWilliam Pickert, 2012 - [Education](#) - 149 pages

Project-based homeschooling combines children's interests with long-term, deep, complex learning. This is an essential experience for children: to spend time working on something that matters to them, with the support of a dedicated mentor. This book is an introduction and guide to creating the circumstances under which children can teach themselves.

Curriculum Generally, focused on K-6

See separate list

Q – who said it?

“that educational reform can serve as a cheap substitute for societal reformation”.