academies, 6-7, 13-14 adequacy of education for, 208n. 6; isolaaccountability. See standards and accounttion of, 305; school choice and, 107-8, 109 figure 6, 274 ability Bracey, Gerald, 58n. 26, 58-61 achievement, 95; arguments against critics and, 59-61; assessing for, 43; critics of Bureau of Education, 91n. 1 international superiority of, 58-59; interbureaucracy, 16, 29-30, 39, 165, 315; innational comparisons of graduation rates hibiting nature of, 16 for, 55n. 18, 55n. 19, 55-56; international expenditures in relation to, 56-57, California, 136, 176, 195, 251; account-57 chart 5, 61; international vs. Ameriability flaws in, 244-46; accountability can, 44, 53, 53n. 15, 53n. 16, 54 chart 4, instituted in, 136, 241-44; progressive 67, 70-71, 206, 239n. 72, 239-40, education experiments in, 232-34; pro-240n. 74; magnet school, 256-57; pargressives vs. traditionalists in math for, ent's educational background/income 234n. 64, 234-41 correlated to, 102, 102n. 13; poor Black, California Learning Assessment System White, and Hispanic level of, 50, 67, 71, (CLAS), 233, 236, 242 91–93, 200; rising abilities vs., 51–52; Catholic schools, 12, 275; expenditures of, stagnation of, 44, 45 chart 1, 46, 52; 262-63, 298; minorities, low-income standards for, 65-66; tests/standards for, and, 275, 305-6, 311; minorities in, 275, 61-65, 144n. 27 305-6; prosocial values/attitudes in, American Association for the Advancement 307–12; public schools outperformed by, of Science, 191 251-52, 263-64, 310-11. See also pri-American Federation of Teachers (AFT), vate schools 140, 152n. 2, 152-55, 229-30; political Catholics; anti, 10-11, 260 power of, 166-67, 171-73; standards certification; alternative for, 138-39, and accountability stance by, 215-16 141-46; national, 177, 216; require-Arizona, 260, 271, 300 ments of, 128n. 1, 128-29, 129n. 2, Asians, 107-8, 109 figure 6 135 - 40charity schools, 7–8 Bailyn, Bernard, 2-3 charter schools, 13-14, 42, 66-67, 121-23, Bennett, William, 16n. 2 124, 149, 268; control mechanism for Blacks; achievement gaps of, 49-51, 91-93, negative effect from, 122n. 31; expenditures per student in, 298; fulfilling de-200; Catholic schools and, 275, 305; in-

mand for, 302; limted use of, 21; parents and, 178, 250; public interest and, 298-300; results of, 259, 271; state approval of, 16-17; teachers' union opposition to, Children's Scholarship Fund, 267 church-related schools. See parochial class size, 19, 20n. 10 Cleveland, 256–257, 266, 268, 269 table 1, 272–73, 277–79, 282, 300 Coleman Report, 92-94, 137, 200; misinterpretation of, 93-95 collective bargaining, 153, 172, 175; local, 170–71; states variation for, 159–60, 160n. 13; subjects/rules for, 161–62 college education, 75 College Entrance Examination Board, 208 Comer school, 120 command-and-control programs, 124 Common Core Learning, 225 common school movement, 2; availability to child and, 13; campaigns against nonpublic schools in, 12; early charity-supported schools and, 7-8; moral (Protestant) education as basis of, 9–11 communication; decentralization of decisionmaking for, 114-15; reading and, 197-98; parental-school, 277-78; schools selective use of, 123 competency; definition of, 185-87; knowledge for, 197-99, 198n. 8; reading and, 197-200; tests of, 195-200, 203; universal, 185, 316 Constitution; education not part of, 5, 21 courts; funding equalization by, 84-85, 86n. 18, 87-88, 169; state, disadvantaged and, 83-84, 84n. 12, 86 CPI, 74–76 Cubberley, Ellwood, 3–5 curriculum; competency through, 186; conceptual, 191; content standards of, 187, 200, 204, 237, 242; core, 194; gaps in, 188–90; grade mobility problems with, 192–94; grade-by-grade standards for, 201, 223-24, 226, 231; lack of specific content in, 187-88, 191; liberal arts, 208, 232-33; life adjustment classes in, 207, 209; local control and, 187, 194; myth of existing, 187-88; parents and, 111-14; policy churn of, 111; repetitions in, 188-90; standards of professional organizations for, 190-92; state imposed, 186; tests based on, 195-96, 200-204;

dame schools, 5 democracy, 3–5; curriculum efficiency vs.

textbooks with, 187-88

local, 194; overcoming of socioeconomic status in, 200; public welfare advanced through, 4

Democrats, 236; for education interest groups, 225–26; school choice opposed by, 25; teachers' union and, 172–73, 183 department of education, 190; teachers' unions' influence on, 176

desegregation, 255-57

disadvantaged; federal spending for, 83–84; school choice for, 110. *See also* low income

discovery learning, 218-19

economy; competition for workers in, 75; growth of 1830s, 8 Edison Project, 181

education, history of; common school movement in, 2, 8–12; diverse, 2; early America, 5–8; traditions in, 8–12

education, system of; administrative rules for, 29–30; alternatives to, 40–42; bureaucracy of, 16, 29–30, 39; class size reduction costs in, 19; crisis in quality of, xi–xii; federalism of, 22–23, 27–35; internal reform of, 18–19; lack of accountability of, 37, 42; local control of, 22, 23–27, 40; new resources used by old, 20; professionalism of, 23, 35–40; schools vs., 15, 15n. 1; support staff of, 39; tough love in, 19

Education Alternatives, 181, 181n. 41 Education for All Handicapped Children Act, 79

Education in the Forming of American Society (Bailyn), 2–3Educational Testing Service, 59, 137, 276elementary schools, 56n. 5

Equality of Educational Opportunity (EEOC), 92

ethnic groups, 99, 105–9, 108 figure 6, 120; disparities among, 91. See also minorities

family; as basis of education, 7, 13, 89; better schools for, 94; conduct in family-school relationship with, 100–101; conduct variables of, 99–100, 103n. 14, 103–4; educational background of, 98–102, 107–8; income of, 99–102, 107–10, 108 figure 5, 122; large school change made by, 124–25; need for increase of influence of, 120–25; neighborhood less important than, 95–99, 98 figure 1, 100 figure 2, 101 figure 3; not as sole determinant of education, 18; race/ethnicity of, 100, 107–10, 109 figure 6, 122; restricted

choice, school choice and, 110–14, 110n. 20; school activities complemented by, 118-20; school determined by status of, 94–95; school less important than, 92, 94-99, 98 figure 1, 100 figure 2, 101 figure 3, 200; schools correlation to, 90; variables for control with, 98-99. See also parents federal government, 315; expenditures of, 31, 81-82, 170; magnet school assistance by, 255; special policies of, 31; teachers' union and, 169-81 federalism; consolidation of districts and, 31–33; educational standards, the states and, 27-28; national educational standards and, 23; nationalization with, 30-31, 33; school district administration with, 29-30; size variation of districts and, 33-35; Florida, 266, 269 table 1, Ford Foundation, 267 for-profit schools, 17, 42. See also privati-Friedman, Milton, 251 globalization, 13 Goals 2000, 123 guessing, 64 Hawaii, 22n. 13 Head Start, 13, 82-83, 267 health care, 72 high school graduates, 75-76 Hispanics; achievement gaps with, 49-51, 230–31; choosing of schools by, 107–8, 109 figure 6 history, 226 home-schooling, 264-65, 265n. 48 immigration, 2, 8, 10, 57n. 23 incentive; public school, 270 incentives; lack of public school, 87-88, 212; lack of teacher, administration, 87-88, 130-31; parents and, 121, 123; public school, 244, 244n. 89, 270; teachers, 244 Indianapolis, 268, 269 table 1, 279–80 inflation, 72 inner-city schools, 110-12, 287, 294. See also low income International Reading Association, 141 Internet, 265 Internship Certification Program, 145 Interstate New Teacher Assessment and

Support Consortium (INTASC), 142

IQ, 51-51, 51-52n. 13

Jewish schools; prosocial values/attitudes in, 307–8 job performance, 199–200 Jorgensen, Lloyd, 9–11

Kaestle, Carl, 7–8 Kentucky, 10 Know-Nothing Party, 10–11 Koret Task Force; members of, xiv–xvi; purpose of, xvi–xvii

Latin grammar schools, 6 lawsuits, 224, 231

learning; abstract vs. skill (problem-solving), 238n. 70, 238–39; developmental appropriateness, 218–21, 220n. 28; discovery, 218–19, 235, 237, 241; Internet, 265; liberal arts, 232–33; natural, 237–38; progressive child-centered, 218–20, 220n. 28, 225–26, 232–34; teacherled instruction, 220–21; whole language, 233–34

learning disabilities, 273

literacy, 185

local control; curriculum and, 187, 194; decline of, 30–31; increasing authority for, 40–41, 230; myth of, 23; national educational standards against, 23–24; preservation of, 237, 238; public schools with, 211; school board elections and, 24n. 24–27, 167–68, 211; state *vs.*, 22, 22n. 13, 169–70

local government; expenditures of, 82; teacher's union and, 161–62, 166–69 Louisiana, 234

low income; grade mobility problems with, 192; history of schooling for, 6–8; lack of residential choice by, 254; parochial schools for, 264, 311; quality of schools for, 70; rates of, 50; school choice and, 41, 122, 250, 269 table 1, 270–72; spending with no improvements for, 46–47, 47 chart 2; value added achievements and, 65–66; vouchers and, 252, 265, 269 table 1, 272, 279, 274, 299–300. See also disadvantaged; minorities

magnet schools, 104, 105 figure 4, 255–57; adaptability of, 301; desegregation through, 255–56; parents and, 250; prosocial values/attitudes in, 309; testing results of, 256–57

Mann, Horace, 9, 260

market forces; choice programs influenced by, 17

market-based education; competition/enrollment with, 40–41; consumers in, 67; school choice and, 17

Maryland, 4; standards and accountability of, 227–29, 231

Massachusetts, 4–5, 9, 195, 260; school choice in, 195, 252, 257, 260, 271, 300; standards and accountability of, 222–25, 231

Massachusetts Comprehensive Assessment System (MCAS), 223

math, 71, 71n. 2, 141, 145, 190, 203, 207, 270; calculator use in, 239–40, 240n. 74; classes in, 207; facts, algorithms, and, 240–41; Japan and, 239n.; necessity of, 54–55; new-new, 234n. 64, 234–36; progressives *vs.* traditionalists in, 234n. 64, 234–41; stagnation in scores for, 46, 47 *chart* 2; tests for, 223–24, 226, 230, 232, 237; traditional *vs.* integrated courses in, 238–39, 239n.

metropolitan areas, 8; higher scores in, 254; inner-city schools in, 110–12, 287, 294; limitations on school districts in, 110n. 20, 110–12, 112n. 26, 119–20, 122–23; school choice and, 117–18, 118n. 31, 268; transferring student rates in, 193

Mill, John Stuart, 250–51 Milwaukee, 266, 269 table 1, 270, 279,

300 Milwaukee, 266, 269 table 1, 2/0, 2/9

Minnesota, 252, 257, 259–60 minorities; outside neighborhood schools for, 294n. 11; parochial schools for, 264, 275, 311; private schools and, 275, 305–7, 306n. 26; school choice by, 120, 250

morals, 8-10

National Academy of Sciences, 191 National Assessment of Educational Progress (NAEP), 44, 45 *chart* 1, 46, 49, 60, 71, 113n. 27, 229, 234

National Board for Professional Teaching Standards (NBPTS), 142, 177, 216n. 21

National Commission for Teaching and America's Future (NCTAF), 134, 136

National Council for Accreditation of Teacher Education (NCATE), 136–37, 141, 142, 177

National Council of Teachers of Mathematics (NCTM), 141, 234

National Council of Teachers of Science, 191

National Educational Association (NEA), 35, 152n. 2, 152–54; before becoming a union, 208; members of, 173; political power of, 166, 171–73; standards and accountability stance by, 215n. 215–16 National Educational Longitudinal Survey (NELS), 96n. 5, 96–99, 97n. 7, 98 figure 1, 99n. 9, 99n. 11, 112, 117, 119
National Household Education Survey (NHES), 104, 104n. 15, 105 figure 4, 106
National Labor Relations Act, 156
National Longitudinal Survey of Youth (NLSY), 98n. 8, 98–99, 99n. 10, 99n. 11

(NLSY), 98n. 8, 98–99, 99n. 10, 99 A Nation at Risk, 206–212n. 13 nativism, 10

neighborhood, 294; community choice and, 287–90, 299; family more important than, 94–99, 98 figure 1, 100 figure 2, 101 figure 3; house prices, schools, and, 104–7, 119–20, 252–53; school busing and, 254–55

Nelson-Denny reading test, 196, 196n. 6 New Jersey, 139

New York, 2, 4, 33; school choice in, 252, 257, 268, 269 *table* 1, 273–74, 277, 281–82, 282, 291; teachers' union of, 153, 155

New Zealand, 300

Ohanian, Susan, 214–15, 214–15n. 18, 215n. 19, 219–20, 220n. 32

Ohio; alternative certification in, 145; school choice in, 269 *table* 1, 280, 282. *See also* Cleveland

Oregon, 12, 261

Organization for Economic Cooperation and Development (OECD), 53, 55–56, 59

parents; achievement correlated to educational background/income of, 50-51, 90, 102, 102n. 13; activism of, 295–97; as better consumers, 90, 123; choosing better schools by, 104-10, 105 figure 4, 108 figure 5, 109 figure 6, 121–22; choosing of neighborhood by, 104-7, 119-20, 253; co-opting training of, 120; curriculum and pedagogy influenced by, 111–14; incentives to, 121, 123; interaction with school by, 114-18; potential inadequacies of, 123; private schools and, 117–18; progressive new math opposed by, 235-36; public interest, choice in effective schools, and, 280, 292-97; residential choice, (better) schools, and, 94-95, 104–11, 105 figure 4, 108 figure 5, 109 figure 6, 122, 249, 252-55; responsibility of, 291, 293-94; results-oriented, 111-113, 114n. 28; revealed preferences of, 112-14, 116-17; school board involvement by, 26; school choice of, 40-41, 249-50; school districts competing for, 111-12, 112n. 26; services influenced by,

295–96; teacher conference with, 26; teachers' unions overshadowing of, 168; vouchers, choice, and, 272-74, 277-80. See also family parochial schools, 273; early, 1, 6-7, 11; expenditures of, 262-63, 298; fulfilling demand for, 302; integration in, 281; prosocial values/attitudes in, 309-10n. 38; Supreme Court upholding of, 11; vouchers and, 281, 290, 292. See also Catholic schools; religious schools Pennsylvania, 131–32 philanthropy/private investment, 267-68, 270,302-3Pierce vs. Society of Sisters of Holy Names of Jesus and Mary, 12 pluralism, 5-6, 13, 149 policymaking; experts influence on, xvixvii; social sciences connection to, xvi politics; communitywide deliberations and, 287–88; Progressive era and, 24; public schools and, 213; school boards, teachers' union, and local, 161-62, 166-69; standards and accountability and, 223, 226-27, 228-29, 246-47; system reforms and, 20-21; teachers' union and state/national, 169-81; worst vs. low performing schools and, 245 poor. See low income practice teaching, 127 preschools, nonpublic, 13 price deflators, 75n. 4 principal(s); accountability opposed by, 111-13, 206, 226, 242; charter school, 149; competition, adaptability of, 298-99, 300-301; firing of teachers by, 147n. 31, 147–48; higher degrees of, 36; increased authority for, 30; market conditions, teacher's compensation and, 146-47; role of, 29, 39; teachers' union and restriction of, 39, 63-64 private schools, 268; achievement improvements in, 46; decreased size of, 32-33; expenditures per student in, 262-63; fulfilling demand for, 302; growth of, 32, 262-64; historical development of, 260-62; integration in, 281-82; investment in, 117; lack of governmental support for, 21; minorities in, 275, 306n. 26, 305-7; parents and, 104, 105 figure 4, 117, 119-20, 250; prosocial values/attitudes in, 282, 303-5, 308-12; safety in, 276; state trying to close, 11, 261; student compliance in, 306; unlicensed teachers in, 139-40; vouchers and, 274, 278, 281

productivity model, 75n. 3 progressives, 24, 208-9, 210, 214-15, 214-15n. 18, 215n. 19, 217-22, 218n. 27, 224, 225–26, 228, 232–33, 234–41; child-centered, 218-20, 220n. 28 Protestants, 9-11 public education; civil duties and, 291; community choice process of, 287-90; community support essential for, 299; democratic, 3-5; ethnic diversity in, 304-7; goals of, 316; parents' choice in effective schools, public interests, and, 280, 292–97; parochial schools and, 290–91; private schools, public interest, and, 303-5; prosocial values/attitudes in, 291, 307n. 34, 307-14, 309-10n. 38; public good, 18; school choice, public interest, and, 285-87, 297-303, 314-16 public schools; autonomy of, 38; budget control by, 211-12; bureaucracy in, 16, 29-30, 39, 165, 315; Catholic schools outperforming, 263-64, 310-11; certification requirements of, 128n. 1, 128-29, 129n. 2, 135-40; child-centered progressive education in, 218-20; comparison of efficiency of, 121; competition, school choice, and, 298-301; competition for teachers and expenditure increase in, 74-76; completion rates of, 71-72; conflicting demands on, 211-12, 211-12n. 13, 212n. 14; cooperation with private sector with, 13; cultural activities of, 211–12; decentralization, communication, and, 114-15, 121; development of, 260; distribution of resources to disadvantaged in, 12, 46-47, 47 chart 2, 82-88, 169; expenditure inequalities for, 82-87, 84 figure 3; expenditures per pupil in, 48 chart 3, 56-57, 57 chart 5, 72 figure 1, 72–73, 73 table 1, 211–12, 262-63; failure, accreditation losts, and, 226–27, 228, 230, 266–67, 270; family more important than, 90, 93, 95–99, 98 figure 1, 100 figure 2, 101 figure 3, 200; fundamental principles of, 21–23; high availability of resources to, 69; improvement plans for low-performing, 244; incentives for, 244, 244n. 89, 270; increased resources with stagnant performance in, 74, 81-82, 87, 95; inefficiency of, 50-51, 56-57, 57 chart 5, 65, 67; inner-city, 110, 287, 294; lack of comparisons between, 212-13n. 15; lack of incentives in, 88, 212; liberal arts education in, 208, 232-33; life adjustment classes in, 207, 209; limiting of public aid

privatization, 178, 180-81, 181n. 41

to, 11; lost of enrollment, school choice, and, 300; low-performing, 244–45, 285; number of, 27; parents' choosing of, 104, 105 figure 4, 119-20, 249, 252-55; parents' involvement in, 115-17; performance contract for, 313; primacy of, 38, 280; progressive child-centered in, 208-9, 210, 218-20, 220n. 28, 225-26, 228, 232–33; prosocial values/attitudes in, 282, 309-10n. 38, 312; resources in, 72–73, 73 table 1; rising costs of, 46, 47 chart 2; safety in, 276; selective communication by, 123; size of, 32-34; Soviet vs. American, 70; special education expenditures for, 79-81; state control of, 2-3, 27, 82, 169, 213, 213n. 16; structure of, 211-12; suspensions, absenteeism, and, 278; teachers' union increase expenditures of, 166, 223-24; traditional vs. integrated math courses in, 238–39, 239n.; traditionalist's teacher-led instruction in, 220-21; value-added with, 117–18; worst vs. low performing, 244– 45. See also achievements; education, system of; learning; local control

race, 99-100, 281-82; choosing school and, 107-9, 109 figure 6, 122; performance disparities among, 49–51, 91–93, 200, 230–31. See also Blacks; Hispanics reading, 71, 71n. 2, 141, 190; communication skills through, 197–99; job performance and, 199-200; necessity of, 54; phonics-based, 236, 270; stagnation in scores for, 44, 45 chart 1, 46; tests for, 196n. 6, 196–200, 203, 223–24, 226, 229n. 53, 234; whole language, 233-34 reforms, xiii-xiv; curriculum suggestions for, 202-3; family primacy, incentives, and, 99, 120-22, 124-25; lack of achievements with, 16; market forces influence on, 18; performance contract, 313; systemic, 15; teachers' union need of, 183; transferring students and, 193. See also school choice religious right, 26

Republicans, 236; school choice with, 25, 223, 226

Rousseau, Jean-Jacques, 218 rural areas, 7, 104n. 15; inadequacy of education for, 208n. 6

salaries, 78–80, 132–33; college educated *vs.* teacher, 76–77, 77 *figure* 2 sample surveys, 62, 62n. 30 scholarships, 42, 66–67, 244, 245, 266–67, 305; vouchers *vs.*, 268

Scholastic Aptitude Test, 60 school boards; evaluation of, 206; low turnout for elections of, 24n. 24–26, 167–68, 211; parents' involvement in, 26; role of, 29, 315–16; special groups' involvement in, 26; teachers involvement in, 25; teachers' union, politics and, 159, 161,

school choice, 109, 283; alternatives in, 249-50; charter schools as, 258-59; control of negative activity in, 123-25, 122n. 35; family primacy in, 99-100, 120-22, 124–25; home-schooling as, 264–65, 265n. 48; interdistrict, 257-58, 272; lowincome and, 41, 109, 120, 250, 269 table 1, 270, 272-73; magnet schools as, 255-57; marketplace forces and, 17; minority/poor reforms for, 120; origins of, 250-52; parents' increased use of, 114-15, 249-50; parochial schools and, 269 table 1, 281, 290, 292; preferences, communication with, 113; private schools as, 260-64; public interest and, 297-303, 314–16; relationships among programs for, 268-71, 269 table 1; residential location as, 252-55; tax deductions/credits for private education with, 259-60; teachers' union blocking of, 178-81, 183; voucher programs as, 265-68 school districts, 7; attendance areas of, 249;

chool districts, 7; attendance areas of, 249; choice (or lack of) for, 110–14, 110n. 20, 112n. 26, 118n. 1, 122, 254; consolidation of, 31–32; costs of, 39–40, 40n. 35; functions within, 29–30, 39; ignoring of California accountability by, 245–46; interdistrict within, 257–58, 271; maintaining students and upgrading of, 257–58; repartition of, 122–23; size, 33–34; teachers' performance evaluated by, 244n. 86

science, 71, 71n. 2, 145, 190–91; classes in, 207; necessity of, 54–55; tests for, 226 secondary education, 6 Seranno vs. Pries, 84–85 Shanker, Albert, 140, 216

socioeconomic status; achievement influenced by, 91–93, 102, 102n. 13; family, neighborhood, school, and, 96–99, 98 figure 1, 100 figure 2, 101 figure 3; high, 50, 229; reading and, 199–200; school choice with, 122. See also low income special education, 31, 38, 80n. 10, 79–81, 82, 87, 132

Standardized Testing and Reporting (STAR), 242–44

standards and accountability; academically weak in 1950s for, 207; assessments for,

38; compensation for, 130,147; education establishment opposition to, 205-6, 210, 214-15, 226, 243, 246-47; erosion in, 207-9; fight in state over, 222-27; flexibility and, 149-50; incentives with, 244; interest groups vying for, 213–17; lack of, 37, 40; lawsuits for, 224, 231; omission of subject matter in, 207; philosophy of, 214; progressive vs. traditionalist and, 217-22, 224, 225, 234-41, 247; public school structure and, 210; roadblocks in, 209-11; school choice as, 66-67; state approach for, 23-24, 27-28, 210, 227-31; teachers' union opposition to, 205, 210, 215-17, 222, 226-27, 229-30, 243-44, 244n. 87, 245-46; vagueness of, 37-38

The State and the Non-Public School (Jorgensen), 10

state(s), 28; accountability of schools by, 16, 210; achievement standards for, 23– 24, 27–28, 65–66; board of education of, 236-38, 239, 240, 241; California standards and accountability and, 231-46; certification requirements varied among, 128n. 1, 128-29, 129n. 2, 135-40; content standards of tests by, 194-96; control of schools by, 2-3, 27, 82, 169, 213, 213n. 16; department of education and, 242; expenditures of, 31, 82-85, 84 figure 3; flexibility with results for, 149; funds for disadvantaged areas by, 84-86, 86n. 18, 169; local control of, 4, 22, 22n. 13, 169-70; Maryland standards and accountability and, 227-29, 231; Massachusetts standards and accountability and, 222-25, 231; reform suggestions for curriculum by, 202-3; school choice approved by, 16-17; Texas standards and accountability and, 229-31, 231-32; Virginia standards and accountability and, 225-27, 231

for, 216–17; change in selectivity of, 55–56, 61; child-centered developmental appropriateness of, 218–19, 220n. 28; choice of schools for, 30; compliance of rules by, 306; family influence on, 89, 92, 95–99, 116–18; grade mobility problems with, 192–94; grade-by-grade standards for, 201, 223–24, 226, 231; international vs. American, 44, 52–57, 54 chart 4, 60–61, 67, 70–71, 206, 239n. 72, 239–40, 240n. 74; lack of, 37, 42; learning by, 36, 143–44; pass/fail/superior grading for, 201–3; public interest, and choices of, 297–303; reading, grade level, and, 199;

recall/recognition of, 64; repetition, boredom, and, 190; school attended by, 29–30; transferring of, 192–93; value added for, 117–18 suburban areas, 193

superintendents; accountability opposed by, 206, 242; higher degrees of, 36; role of, 29, 39, 211

Supreme Court; nonpublic schools upheld by, 12, 261; parochial schools' separation by, 11; state school financing and, 84–85

tax deductions/credits, 259-60 Teach for America, 145 teachers, 77; accountability and, 37, 214-15, 214-15n. 18, 215n. 19; accountability for students, not for, 216–17; advanced degree of, 73-74, 73 table 1, 87; alternative certification of, 138–39, 141–46; certification requirements for, 128n. 1, 128-29, 133, 138-39, 177, 216; compensation from performance/market demands for, 30, 147; compensation, fringe benefits, and, 162; compensation criteria for, 29-30, 79, 130-31, 133; competition, adaptability of, 298-99; content vs. methods for, 242; current system protection for, 30; deregulatory strategy for, 134-35, 138-39, 141-46; employment criteria for, 128; evaluation criteria of, 38–39; experience of, 73–74, 73 table 1, 87; favorable grading by, 223n. 40; flexibility for, 237, 238; freedom of how to teach for, 36-37; general economy and competition for, 74-76; good vs. bad, 129-30, 137-38, 142-43; high regard for, 35; incentives for, 244; increased salary of, 72, 75n. 3; individual student performance opposed by, 242-43; lack of incentives for, 87-88, 130-31; low salaries of, 69, 76-77, 77 figure 2; lower ratio of pupil to, 72, 73 table, 78-79, 86; national certification promoted by, 177; new hires as, 131–32; nonacademic outcome concerns of, 111–12; overproduction by colleges of, 131; peer review of, 141–43, 244, 245; performance not criteria for, 78, 130; Praxis test of, 137; professionalism and, 5, 23, 35–40, 130, 176–77; regulatory strategy for, 133-34, 135-41, 146; reserve pools of, 132; result evaluation of, 143–44; retirement/quitting of, 79, 127; salaries of, 76-79, 77 figure 2, 132-33; school district evaluation of, 244n. 86; shortages in specialties for, 132, 147; standards for, 141-42; subjects outside

expertise of, 136; teachers' unions against performance evaluation of, 163-64; testing of, 224; traditionalist's teacher-led instruction by, 220; training programs vs. effectiveness by, 129–30, 133, 139, 141; turnover of, 132, 146; uncertainty in valuable methods for, 140; unlicensed, 139-40; value-added approach to, 144; verbal facility and good, 137 - 38teachers' union; administration influenced by, 176-77; agency fees for, 160,164, 171; attacks on, 35, 35n. 35; blocking of issues opposed by, 15-16, 178-79; bureaucratization of schools from, 165; collective bargaining of, 38–39, 153, 155-56, 159-66, 170-71, 175; Democrats and, 172, 183; department of education and, 176; exclusive representation by, 160; funding important to, 162, 164–65; influence of, 151–52; job protection by, 163; lawsuit by, 224; liberal coalition of, 173-75; licensing and credentialing of teachers and, 177; lobbying by, 171, 175; Massachusetts and, 222-25; members' inability in, 174; national certification promoted by, 177; new laws designed by, 175-76; nonmembers of, 160, 164-65; parents overshadowed by, 168; political power of, 182-83; principal's role restricted by, 163–64; privatization opposed by, 164, 183, 178-79, 180-81, 181n. 41; public sector unions' growth and, 155-59; regional variations of, 25, 159, 168; rise of, 152–55, 182; rules for, 30, 161–62; school boards, local politics, and, 25-26, 161-62, 166-69; against school competition, 164; seniority provisions in, 148; standards and accountability opposition to, 215n. 215-17, 222-25, 226-27, 229-30, 243-44, 244n. 87, 246-47; state/national politics and, 169-81; against teachers' performance evaluation, 163-64 technology, 65 Tennessee, 131-32 tests; achievement, 61n. 29, 61-62; competency, 195–200, 203; criticism of, 64–65; diagnostic, 242–43; high-stakes, 194–95,

223; matrix-sample, 242–43; objective,

multiple-choice, 63-64, 65n. 32; rank-

order categories of, 201–3; reading, 203; skill, 204n. 16; standardized, 62–63; state accountability, 224, 226, 228, 242-44, 245; states role in, 194-96; teacheraligned, 62; value-added achievement, 66; writing ability, 63, 63n. 31 Texas; school choice in, 268, 269 table 1, 270, 272-73, 277-78, 280, 281; standards and accountability of, 229-32 Title 1, 47, 51; lack of success of, 82; training of parents by, 120 traditionalists, 217, 220-22, 225, 234-41 Troops to Teachers, 145 unions; private vs. public sector, 156-59. See also teacher's union Virginia, 195; standards and accountability of, 225–27, 231

vocabulary, 50-51 voucher programs, 42, 179, 251, 260, 274-75, 283, 286; Blacks and, 274; competition for effectiveness through, 210; Constitution and, 22, 22n. 12; effect of, 271-73, 280-83, 301, 301n. 18; high school competition/college with, 275–76, 301; homework with, 277; integration with, 281-82; low income and, 252, 265, 269 table 1, 272, 274, 279, 299-300; parental satisfaction with, 278-80; parental-school communications with, 277–78; parent's choice through, 121– 23, 121, 178, 272–74; parochial schools and, 281, 290, 292; private schools and, 274, 278, 281; privately funded, 267–68, 270; public interest and, 290, 292, 298-300; public schools influenced by, 266-67, 270, 272; racial conflicts and, 281–82; scholarships vs., 268; school quality/student learning and, 274–76; state approval of, 16–17; suspensions, absenteeism, school changes, and, 278; teachers' union opposition to, 178–79

War on Poverty, 70
Washington, D.C., 268, 276, 278, 280, 282, 301, 301n. 18
Whites; choosing of schools by, 107–8, 109 figure 6
Williams, Polly, 16n. 2
Wisconsin, 155, 252. See also Milwaukee women, 76