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studies of reading in different orthographies
12 Cross-cultural differences in unimpaired and dyslexic reading:
Behavioural and functional anatomical observations in readers of
regular and irregular orthographies
13 Lexical retrieval in alphabetic
and non-alphabetic scripts: Evidence from brain imaging; Glossary;
Author index; Subject index

Sommario/riassunto

This book provides a unique and accessible account of current research on reading and dyslexia in different orthographies. While most research has been conducted in English, this text presents cross-language comparisons to provide insights into universal aspects of reading development and developmental dyslexia in alphabetic and non-alphabetic languages. The book brings together contributions from a group of leading literacy researchers from around the world. It begins by examining the development of language skills in monolingual speakers of alphabetic and non-alphabetic languages;

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Titolo

Fife Brian L.
Old School Still Matters : Lessons from History to Reform Public Education in America / / Brian L. Fife

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Nota di contenuto

Acknowledgments 1 Horace Mann and the Common School Ideology The Idea of Public Education for All The Importance of Theory and History in Education Reform Public versus Private Institutions The Common School Ideology of the 1830s and 1840s Horace Mann's Common School Ideology in the Contemporary World and Beyond 2 The Market-Based Ideology and Politics of the Conservative Right Twentieth-Century Conservative Philosophers The Impact of Conservatism on American Politics since 1980 Policy Implications of the Market-Based Ideology and Conservative Political Philosophy 3 Education and the Politics of Federalism The Abstract Nature of the Federalism Debate The Evolution of Federalism in the United States The Whig Party of the Nineteenth Century National Intervention in K-12 Public Education The Serious and Somber Policy Implications of NCLB 4 Education and the Politics of Consumerism and Conservatism The McGuffey Readers of the Nineteenth and Early Twentieth Centuries Consumerism Defined The Evolution of the Consumer Ideology The Commercialization of Public Education A Century-Old Illusion 5 Education in the Early Twenty-First Century K-12 Public School Desegregation School Choice in the Contemporary World Revisiting the School Choice Debate 6 Citizenship in a Republican Form of Government in the Twenty-First Century The Omnipresent Reality of Systems Theory The Role of the Citizen in a Republic Political Participation in a Republic The More Proactive Citizen in the American Republic 7 Education: A Public Good Worth Defending The Need for a Fearless Advocate of Public Education Revisiting the Individualist Creed in the United States What Is a Public Good? 8 Blueprint for Progressive Reform Reform Premise A: Maintain Horace Mann's Common School Ideal Reform Premise B: Maintain and Expand Civic Education in the Public Schools Reform Premise C: Repeal NCLB in Its Entirety and Deemphasize High-Stakes Standardized Testing Reform Premise D: Reduce Poverty in America Reform Premise E: Citizens Must Become More Engaged in the Electoral Process Reform Premise F: Embrace the Communitarian Philosophy Reform Premise G: Revisit Federal Budgetary Priorities Reform Premise H: Rethinking the Status Quo with Regard to the School Year and the School Day Reform Premise I: Minimize the Influence of Business in Public Education Reform Premise J: Students, Parents, and Caregivers Are Part of the Solution A Concluding Comment Notes Bibliography Index

Sommario/riassunto

Can public schools in America be saved? This book considers theory, current practice, and the common school ideal through a historical lens to arrive at practical suggestions for reforming contemporary public education. Despite dramatic, sweeping changes in recent decades, a strong case can be made for guiding the reformation of contemporary public education in the United States on common school ideology of the nineteenth century. The author argues that the common school remains a public institution capable of preparing America's youth to contribute to the community in a positive manner, and that education must be treated at a public good where all children—regardless of social class—have a right to a quality education. The work includes a thorough overview of Horace Mann's writings on K-12 public education that support the common school ideal—concepts that are over 150 years old, yet still highly relevant today.