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Community School, Quincy, Massachusetts""POINT: Bruce S. Cooper Fordham University""; ""COUNTERPOINT: Janet Mulvey Pace University""; ""4. Are culturally specific charter schools an appropriate means of preserving Muslim identity?""; ""OVERVIEW Gerald M. Cattaro Fordham University""; ""POINT: Letitia Basford Hamline University""; ""COUNTERPOINT: Martha Bigelow University of Minnesota""; ""5. Is there any benefit to proprietary for-profit schools?"" ""OVERVIEW Allan G. Osborne, Jr. Principal (Retired), Snug Harbor Community School, Quincy, Massachusetts""POINT: Lesley McCue University of Dayton""; ""COUNTERPOINT: Mary I. Grilliot University of Dayton""; ""6. Are publicly funded programs that afford parents the option of where to educate their children the most appropriate ways to promote educational choice?""; ""OVERVIEW Allan G. Osborne, Jr. Principal (Retired), Snug Harbor Community School, Quincy, Massachusetts""; ""POINT: Ralph D. Mawdsley Cleveland State University""; ""COUNTERPOINT: Timothy J. Ilg University of Dayton"" ""7. Should homeschooling be subject to greater state regulation in such areas as teacher qualifications and curricular content?"" ""OVERVIEW Allan G. Osborne, Jr. Principal (Retired), Snug Harbor Community School, Quincy, Massachusetts Charles J. Russo University of Dayton""; ""POINT: James L. Mawdsley Stark State College""; ""COUNTERPOINT: Ralph D. Mawdsley Cleveland State University""; ""8. Should the Jewish community in the United States provide Jewish day schools for all Jewish children as a means of preserving their Jewish identity?"" ""OVERVIEW Charles J. Russo University of Dayton Allan G. Osborne, Jr. Principal (Retired), Snug Harbor Community School, Quincy, Massachusetts""

Sommario/riassunto

Education of America's school children is always hotly debated. This volume in the point/counterpoint 'Debating Issues in American Education' series tackles the topic of alternative schooling and school choice. The contributors explore such varied issues as charter schools, for-profit schools, faith-based schools, magnet schools and vouchers. Each chapter has an introductory essay by the volume editor, followed by point/counterpoint articles written and signed by invited experts, and concludes with further readings and resources.
